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# College and Research Libraries

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Association of College and Reference Libraries

## College and Research Libraries

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By VERNER W. CLAPP

## Cooperative Acquisitions<sup>1</sup>

WHAT IS MEANT by the phrase "cooperative acquisitions?" You remember that it was said of a noted eighteenth-century preacher that he could pronounce the single word "Mesopotamia" in such a fashion as to make his audience either weep or laugh. I do not think that the phrase "cooperative acquisitions" has actually achieved the versatility of "Mesopotamia," but I believe you will agree that it has acquired a great number of connotations, some very noble and some not too happy. The phrase has a dual meaning in that it can be applied either to programs of joint or cooperative purchasing, or to programs in which joint purchasing is by no means an essential feature, the objective of which is to avoid duplication or to increase total resources. It is in the latter sense that we use the phrase today. However, there are still other fringes of meaning or connotation. Over the years, cooperative acquisition has been regarded by librarians as a sort of ultimate in efficiency for certain purposes, which, if it could only be realized, should be wholeheartedly embraced and would ennoble the participants. The difficulties to its realization, however, have been great; and, because they include a degree of self-discipline on the part of libraries in the general good, the phrase "cooperative acquisitions" has become tinged with connotations of self-denial—of abstention from buying what you want, but instead of buying perhaps something you want less; of loss of flexibility and adaptability in acquisi-

tion operations through being enchaind within the meshes of a system; in fact, of a general loss of individual freedom. Consequently, even bilateral acquisition agreements between libraries have not always been completely honored; and, although general programs have been under discussion in this country for many years, no general program has as yet been worked out in practicable detail.

At the end of the First World War, American librarians, assessing their experience during the war, came to the conclusion that our library resources had been neither adequate in themselves nor adequately mobilized to the demands which had been made upon them, let alone the demand which might have been made upon them had they been able to respond.

We now stand at the end of a Second World War, and we have generally, I think, rendered the same judgment that was rendered after 1918. Yet we have come a long way in the interim in the direction of improving and mobilizing our resources of library materials.

You know of the successful interlibrary arrangements made in Nashville, Philadelphia, Denver, Ohio, North Carolina, Pacific Northwest, and other places, sometimes involving the establishment of a regional union catalog, but not necessarily doing this. You know of the development not only of regional union catalogs but of the national union catalog. The *Union List of Serials* and other union lists have been published, serving an enormously successful role in making our materials known and

<sup>1</sup> Comments presented at the Conference of Eastern College Librarians, Columbia University, Nov. 30, 1946.

accessible. The extension and codification of interlibrary loans, the development of microfilm services, have played an important part. Meanwhile, also, studies of specialization of collections continued up to our entry into the last World War in many discussions and publications, without, however, resulting in any generally acceptable plan for application of the specialization principle to the over-all picture.

This is still, substantially, the situation. However, this time, we did not have to wait for the end of the war to come to the conclusion that through cooperation only, will we not only record, but even acquire the materials which, as a country, we need. We now have before us a concrete and specific proposal for the form which such cooperation may take. This is the so-called Farmington, or Boyd-MacLeish-Metcalf, plan, projected by the librarians of Princeton, Congress, and Harvard, in 1942. At least we are in this position now—if we have to be convinced by coming through a war that cooperation is valuable, needful, or essential, at least we now have a proposal on which to act before our conviction fades. I do not believe, however, that our conviction will be

allowed to fade, but that, on the contrary, our users will continue as during the war to make demands upon us which we cannot meet until we are forced in desperation to do something.

Meanwhile, as a sort of precursor of a general plan, there has been developed a special project which has had as its object the procurement and distribution of recent European library materials. The paper by Reuben Peiss, included on pages 113-19, discusses this project.

It has been felt desirable that we provide papers on planned cooperative acquisition in the interest of national resources by two librarians who are also scholars in particular subject fields. The first of these, who represents the point of view of the library of a large university, is Julian P. Boyd, the librarian of Princeton, one of the co-authors of the Farmington plan, and well-known for his work in American history. The other paper which may be said to represent the college library is by Dean Lockwood, professor of Latin and librarian at Haverford. The paper by Dr. Boyd is printed on pages 101-09, and that by Professor Lockwood on pages 110-12.

## A Landmark in the History of Library Cooperation in America<sup>1</sup>

IF THERE is anyone who yet remains unconvinced that the Library of Congress is in fact and deed our national library, let him reflect upon the achievements of the past year. Close upon the heels of a change in administration and in the midst of internal and external complexities of an unparalleled nature, the Library of Congress has shown to the world, both in the formulation of statesmanlike policies and in their execution, a quality of leadership commensurate with its exalted responsibilities. No other library in America had such opportunities for inspired leadership in this critical moment and no other could have in like manner supported its vision with equal resources. Its insistence upon a declaration of policy by the government that the contents of American libraries affect the national interest; its part in formulating the proposals for the consideration of UNESCO; its effectively planned and executed European mission; its distribution of several million texts and reference works to veterans; its initiation and implementation of the cooperative acquisitions project; its formulation of plans for publishing supplements to the *Catalog of Books Represented by Library of Congress Printed Cards*—these and many other extraordinary activities were projected in the interest of all American libraries. Vision, courage, and intelligence in high degree were needed to face the enormous difficulties that these enterprises involved.

<sup>1</sup> Paper presented at the Conference of Eastern College Librarians, Columbia University, Nov. 30, 1946.

A timorous administration, or one frightened by political and practical obstacles, would have hesitated before such a Gargantuan program. The past year unquestionably marks the beginning of an era of immense potentialities in the world of librarianship and one of its most conspicuous promises is the enlightened position of leadership accepted by the Library of Congress in the interest of our whole library economy. This leadership was thrust upon it by force of circumstances and we who are its beneficiaries should be proud of the response of our national library to that challenge. Let its name remain the Library of Congress, but let us henceforth acknowledge it to be what it unquestionably is—our national library.

I begin with these general remarks even though the task assigned to me is to appraise the cooperative acquisitions project in a "critical rather than merely laudatory" manner. The cooperative acquisitions project, like other cooperative ventures, bristles with obvious weaknesses, imperfections, and inconsistencies. Yet a "merely critical" assessment would be as grave a distortion as one "merely laudatory." It would serve no useful purpose merely to point out faults that are as familiar to all those who have been in charge of the program as they are to those who have been its beneficiaries. If I criticize, then, it is only for the object of trying to find out what means we can take to eliminate weaknesses and faults in the future of library cooperation. Never-

theless, whatever the deficiencies of the cooperative acquisitions project itself, the Library of Congress deserves our applause for its vigorous leadership in this and many other areas.

I take it that we are all agreed upon certain fundamental principles of library cooperation. First, we cannot intelligently plan a sound national library economy, either in respect to growth or use, without abandoning individualistic, isolated, competitive patterns of librarianship. No library, whatever its resources, can be complete and self-contained. Second, the objects of our concerted planning are, among other things, the establishment of an inventory of research materials now available in this country; the ordering of so comprehensive a national program of acquisition that henceforth at least one copy of every essential work of reference, wherever published, will be located in some American library; the acquisition by purchase or reproduction of the one-third or more of scholarly works of the past four hundred years of publishing which are not now to be found anywhere in this country; finally, and most important of all, the development of adequate indexes, guides, or controls—call them bibliographies or “memexes” or whatever—which will serve to guide the scholar, the professional man, or any other user of libraries through the welter of information and misinformation that man has accumulated.

#### *Means of Achieving Objectives*

While I think it true that librarians are generally agreed upon these basic assumptions, it does not follow that we are agreed upon the means of achieving our objectives. Many cooperative schemes among libraries have been advanced in the past half-century or so. Some of them, with limited objectives, have been conspicuously successful. Until now no comprehensive program

touching the major objectives I have outlined has been able to gain much headway, first, because the competitive and duplicative pattern of higher education has necessarily imposed a similar pattern upon research libraries, and, second, because the individualistic character of scholarship has opposed itself to the programs of librarians. The latest and most generally discussed program of cooperation, the Farmington proposal, is distinguished by its realistic acceptance of this situation. In essence, the Farmington proposal hopes to achieve what the scholar wants, *i.e.*, the securing of whatever book he happens to need, whenever he needs it, without touching either the educational pattern or attempting to alter the scholar's attitudes toward the problems presented by his resources. The Farmington proposal depends upon a wholly voluntary acceptance of responsibility by American research libraries in a concerted effort to plan the national library growth intelligently and adequately for the needs of American scholarship. It is not enough to proceed unhampered in our established educational programs and in our attitudes—there must be a positive acceptance of responsibility, a recognition of the interdependence of all libraries. Whether this compromise plan will succeed or not remains to be seen. Some of us are irreconcilable optimists, yet, though we have heard much brave talk of the unity of knowledge and the indivisibility of the world of learning in most of the programs of higher education in postwar America, we have observed with discouragement the almost total silence of all these programs on the subjects which to us seem essential to all education—the problem of the scholar in relation to the materials of scholarship.

In view of the appalling destruction of book resources on the continent of Europe and the remote possibility that anything



resembling normal book trade would be established, many librarians, long before the cessation of hostilities, discussed plans for joint acquisition of scholarly resources as soon as conditions would permit. It was known that the supply of scientific and other literature produced in Europe between 1939 and 1945 would be small and the demand great. This demand for joint action on the part of American research libraries arose not merely out of a desire to avoid a competitive scramble in the book markets of the world, such as we experienced at the conclusion of World War I. It was recognized as well that the interests of European scholarship should be respected, and a self-imposed restraint was therefore required. Fortunately for research libraries in America, this point of view was held with strong conviction by the Librarian of Congress and his colleagues. As an agency of the federal government, the Library of Congress, having opportunities to place its representatives in controlled countries long before the ordinary channels of commerce were open, might have pursued an individualistic policy. It did not choose to do so, preferring to set the interests of all libraries above those of any one library.

On July 17, 1945, the Librarian of Congress addressed to the Secretary of State a letter that deserves to rank with the very first documents in the history of library statesmanship. Confronted with the problem of securing books and other library materials from foreign countries where the channels of trade were "not adequate to the task of supplying American research libraries with the material which they require for responding to the needs and demands of scholarship, industry, and the government" the Librarian of Congress proposed that "the possibility be explored of making use for this purpose of certain of the facilities which are at the command of the Library of Congress

and other government libraries for the development of their own collections." The Librarian of Congress suggested that if the Department of State should perceive no objections to the purchase by the Library of Congress in foreign countries of multiple copies of books, periodicals, newspapers, maps, etc., for the large research libraries of the United States, the Library of Congress would be glad to explore the possibility of securing the necessary joint purchasing agreements, financing the purchases, and distributing the copies received according to some plan which would best serve the national interest. This proposal was made by the Librarian of Congress "because of the deep conviction based upon daily experience, that the national interest, both in time of war and in time of peace, is intimately affected by the holdings of the large research libraries." To this enlightened proposal the Department of State replied, through Assistant Secretary Archibald MacLeish, with what appears to be the first declaration of policy by the government "that the national interest is directly affected by the holdings of many of the private research libraries." The Department of State therefore interposed no objections in principle to the employment of federal government facilities to assist in maintaining these specialized collections where the normal channels of acquisition were inoperative. Nevertheless, this declaration of policy was accompanied by certain conditions precedent: it would be necessary for the private research libraries to give assurances that they had agreed upon and carefully planned a program of cooperative buying and that such a plan would be supported by the benefiting libraries as long as federal assistance was employed.

This proposal by the Librarian of Congress and conditional acceptance by the Department of State inaugurated, under



conditions of appalling complexity, a program which I venture to predict will become a landmark in the history of cooperative efforts of American libraries.

#### *Plan Put into Effect*

With this declaration of governmental policy in hand, the Librarian of Congress addressed a communication on Oct. 15, 1945, to several hundred American research libraries announcing that the Library of Congress was willing to assume the burden of handling the fiscal arrangements with the Department of State and in other ways to facilitate the program. In addition to this plan for buying foreign publications, the Librarian of Congress announced his willingness to utilize the cooperative mechanism of distribution for the purpose of placing in American libraries several hundred thousand copies of foreign publications that had become available for distribution chiefly from French, German, Italian, and Latin American sources. Representatives of the American Library Association, of the Association of Research Libraries, and of various governmental libraries met with the Librarian of Congress to plan this program. They agreed that it was essential to have the program of distribution planned by a group generally representative of the library and research interests of the country. Such a group was formed, headed by Robert Bingham Downs and composed of representatives of the American Library Association, the Association of Research Libraries, the American Council of Learned Societies, the Joint Committee on Importations, the National Research Council, the Social Science Research Council, and the American Council on Education. This Committee to Advise on the Distribution of Foreign Acquisitions was requested to draw up a schedule of allocation by subject and by priorities in first, second, third copies, etc., of recent

foreign books which might become available. In announcing the formation of this committee, the Librarian of Congress made it perfectly clear that libraries wishing to participate in the program would be given priorities by the committee in accordance with, first, the strength of individual libraries in particular subject fields; second, their willingness and ability to assume responsibility for acquisition in these subject fields; and third, their ability to give general service (including interlibrary loan service and, whenever possible, photocopying service) to the users of the materials thus acquired.

The unenviable task that fell to this committee in the next few months was that of assigning some 8,000 priorities to 115 libraries in 254 subject fields. At the Chicago meeting of the Association of Research Libraries on December 29-30, the chairman of the committee reported that every subject of the entire group classification had been wanted by at least 3 libraries and some subjects had been checked for priority by as many as 46. He further reported that assignments of priorities would be made on the basis of several criteria: (a) strength of existing holdings, (b) location of highest priorities among geographical areas, (c) rotation of high priorities among different institutions in the same region so as to prevent undue concentration in a few libraries, (d) current research and publications of institutions as well as current appropriations for new books, (e) bibliographical centers where there were well-developed plans for cooperative buying, (f) libraries assuming responsibility for an entire field would be favored against those assuming responsibility for a subdivision thereof. At this meeting, one of the delegates asked the chairman of the committee whether an institution requesting a given field assumed a commitment for continuing to purchase in that field in

the future. Mr. Downs replied that libraries having first priority would definitely assume such an obligation, although, of course, this obligation could not be legally enforced. It was urged in the discussion that followed that the committee should attach high importance to the assignment of priorities on the basis of a "future agreement by the library to continue acquisition in the subject assigned."

#### *Fundamental Weakness*

Here then we come to the fundamental weakness of the cooperative acquisitions project: *no continuing commitments were exacted as an essential condition of high priority*. No doubt this was due to the emergency nature of the enterprise and to the fact that the committee simply did not have time to negotiate with its constituencies and to allow them in turn to negotiate with their authorities in order to bring forth such commitments. Legal and other obstacles to the making of binding commitments would have consumed so much time that the opportunity would have passed if this had been done. It is doubtful whether all participating libraries understood clearly that they were expected to assume a moral obligation for continuing to purchase in the field in which they had been awarded high priority. Nevertheless, whatever the extenuating circumstances, we cannot escape the conclusion that any permanent program of cooperative acquisition will prove chimerical if it follows the precedent here exhibited in the emergency project. So long as we aim at a framework of national acquisition through voluntary and self-imposed obligation, our efforts will fail unless we are willing to assume a continuing responsibility, regardless of whether this responsibility continues to coincide with our local requirements. If such voluntary assumptions of continuing responsibility had been forthcoming, no doubt the

task of awarding priorities would have been greatly simplified and no doubt also the results would have been less susceptible of criticism.

#### *No Flexibility in Priorities*

On July 22, 1946, the Library of Congress announced the "order of priorities in distribution" which, it said, was the result of the "conscientious and informed judgment of a committee representative of the broadest interests of research." With this appraisal there can be no quarrel. But in announcing the schedule, the Library of Congress made this statement: "Criticism of the schedule is invited; but, since it is obviously not feasible to reopen the matter of assignment for the purpose of the present project, it is hoped that criticism will be of a kind which may be usefully applied to later and more permanent attempts in the field of cooperative acquisitions." Here we come to the second notable weakness of the present plan—an understandable and perhaps unavoidable weakness, but a weakness nevertheless. Conscientious and informed though the committee were, and though they applied logical and reasonable criteria, it is nevertheless true that, *first, it was not the constituency but the committee that established the criteria, and second, once the committee had spoken on the matter of priorities, it was "obviously not feasible to reopen the matter of assignment."* In short, there was little opportunity for discussion and agreement on criteria, particularly the important one of an assumption of continuing responsibility, and there was no opportunity whatever to appeal from the judgment of the committee once a priority had been assigned. Obviously, this weakness proceeded from the emergency nature of the program, yet, before we can enter upon any permanent, planned program on a national basis, each participating institution must know well in advance and

as precisely as possible what its opportunities and responsibilities are.

#### *Class Number 188*

It was the publication of the order of priorities and distribution that brought forth the most vociferous criticism of the project. This criticism from heads of participating libraries was greatly magnified and intensified as soon as members of their faculties began examining the books themselves. Class Number 188, for which 36 institutions had requested priorities, soon became the focus of almost all criticism. This class, German literature, naturally included enough copies in most cases to be distributed to *all* of the participating libraries and not merely to those that had requested priorities in this classification. The result, particularly for many of the college libraries, was distressing. These institutions, by and large, had received low priorities in some of the more competitive classifications, such as art and the natural sciences. They were therefore receiving considerable quantities of novels and other vehicles of Nazi ideology, materials that their faculties in German literature regarded as beyond the pale even if literature were defined in the broadest terms. But they were not receiving, as a compensatory reward, the more important works for which the supply was drastically limited. Some of the larger research libraries, having high priorities in the more competitive classifications, received these large quantities of so-called German literature more complacently; they were assured that this shoddy reflection of the Nazi mind, classed as German literature and distributed to all participants in the project, would be, for them, offset by more desirable acquisitions in other priorities. But the professors of German literature in colleges and universities alike viewed the increasing piles of Class Number 188 with almost uniform scorn, some sug-

gesting that it be burned, others that it be thrown in the wastebasket, and still others that it be returned whence it came.

Though Class Number 188 need not detain us in a critical appraisal of the project, since obviously the criticism it brought forth will scarcely be pertinent in any long-range cooperative program, I nevertheless pause to make two observations. First, even the shoddiest of Nazi literature is not totally worthless for scholarly research. On the contrary, the materials gathered under Class Number 188 may be of considerable importance to the psychologist delving into the motivations of human behavior, to the student of propaganda, to the musicologist for the study of the use of music as propaganda, to the historian, and to many other specialists in the lower reaches of human kind. Before the professor of German literature is allowed to send this material to the pulp mill, therefore, I would suggest that other disciplines not limited by preconceptions as to what constitutes literature, particularly the historians, be allowed to pass judgment.

#### *Order Number 4*

Second, the materials gathered under Class Number 188 enter into the cooperative acquisitions program and are distributed to all participating libraries, not because of any joint purchasing effort of American libraries, but as a result of one of the most shameful denials of the principles of free inquiry ever made in the name of democracy. This travesty of the Bill of Rights was Order Number 4 of the Allied Control Authority, which was signed in Berlin on May 13, 1946. By this and subsequent regulations, all owners of circulating libraries, bookshops, bookstores, and publishing houses, state and municipal libraries, and libraries of universities, secondary schools, and academies, were ordered to remove from their possession all books, pamphlets, mag-

azines, files of newspapers, albums of photographs, manuscripts, documents, maps, plans, song and music books, cinematographic films and magic lantern slides, including, in the words of Order Number 4, "everything intended for children of all ages," the contents of which embraced Nazi racial, militaristic, or imperialistic propaganda, antidemocratic or antireligious ideas, or attempted to divide or create disrespect for the United Nations, or to interfere in any way with the process of military government. These directives not only brought forth the seizure of such Nazi materials but also effectively prevented further publication of books and periodicals containing such proscribed ideas. The preamble to Order Number 4 contains the philosophy on which this far-reaching act of suppression was based: "Bearing in mind the danger presented by the National Socialist doctrine and in order to eradicate as soon as possible National Socialist, Fascist, militarist and anti-democratic ideas in all forms in which they found expression throughout Germany," the Allied Control Council proceeded with its regulations. Thus three centuries after John Milton wrote *Areopagitica* and more than a century and a half after we incorporated the Bill of Rights in our substantive law, we, in the name of democracy and in the face of all historical precedent, subscribed to the essentially Nazi belief that ideas can be suppressed by suppressing books. Instructions for the disposal of such seized materials, issued by the U.S. Office of Military Government for Germany on Sept. 10, 1946, by implication underscored the identity between the philosophy of Order Number 4 and the philosophy of Nazi Germany when, in providing for the pulping of German publications, these instructions underscored the statement that "under no conditions will any of the materials collected be burned."

The difference between the burning and pulping of books would scarcely be discernible to such a devout exponent of the principles of free inquiry as Thomas Jefferson, whose countrymen, acting in conjunction with the representatives of other nations, have thus betrayed one of the cardinal beliefs held and defended by the spokesman for American democracy. *The New York Times* condemned Order Number 4 as "a way of making the Nazis martyrs," and the President and Executive Secretary of the American Library Association sent telegrams of protest to President Truman and other officials in Washington. But most of our literary and learned journals passed the matter over in silence and Order Number 4 and the regulations for carrying out its philosophy continue to affront the beliefs on which libraries rest.

#### *Return German Materials*

I agree, therefore, with the professors of German literature who think that materials received in Class Number 188 should be returned, but not for the reasons they give. These materials, seized without moral or intellectual justification, perhaps even without legal justification, should either be returned or evaluated and provision be made for compensation. At the least, Order Number 4 and the philosophy on which it is based, should receive the most emphatic protest which we are capable of giving, should be rescinded, and at least some of the copies of German publications that are now cluttering up the cooperative acquisitions project should be returned to Germany. It would be well also if these evidences of the false promises and false hopes held out by Nazi leaders should be made required reading for German youth. At any rate, we are obligated to the European Mission of the Library of Congress and to some officials in the Allied Military Government for the



fact that the entire mass of Nazi books seized in German libraries and bookshops was not destroyed in the pulp mill through misguided zeal.

### *Too Few Classifications*

The third major weakness of the cooperative acquisitions project arises from the fact that the number of classifications was too small. In any permanent system of cooperative division of responsibility, there must be a narrower definition of subjects. Under the present project, the University of Pennsylvania, with the distinguished Lea Library among its collections, was not able to receive books on the Inquisition because it was unwilling to accept responsibility for everything in Class Number 19; Massachusetts Institute of Technology received a very low priority in mechanical engineering, although it contains one of the best collections on this subject in the country; and Princeton, with a strong position in art and architecture, fell into a similar low priority because it did not request an entire subject classification. In many cases, despite the fact that the committee gave due publicity to the matter, some librarians evidently did not understand that willingness to take a whole classification was one of the major requisites for a high priority. Moreover, a single subject in the present list of classifications sometimes received greater subdivision than other perhaps equally important subjects. Philosophy, for example, is divided into four categories but medicine is confined to a single group. Consequently, a library specializing in dentistry was handicapped as to priority unless it was willing to take the entire category of medicine.

Although most of the dissatisfaction with the cooperative acquisitions project arises, in the final analysis, because the number of copies is small and the demand is great, it is not likely that this condition will prevail

in any long-range program for a division of responsibility among libraries. For current books we may assume that, in general, a sufficient number of copies will be available for the necessary amount of duplication. Nevertheless, it is obvious that in any long-range program we shall need a much larger number of classifications. We shall also need to realize that such a program, to be feasible, must be a positive assumption of responsibility as well as a negative willingness to refrain from competition where the supply of copies is small. It has been generally said that the Farmington proposal would not restrain any library from acquiring any books it wishes to acquire. Nevertheless, in any exploration of the possibilities of that proposal we should remember the circumstances under which the cooperative acquisitions project has been carried out—that is to say, when copies of a given work are severely limited, priorities should be established according to some logical and natural scheme. Whether these priorities are imposed according to the criteria established by the Downs committee or by other standards, it will nevertheless be necessary on occasion for some libraries to yield in favor of others.

Naturally when the book trade of the world has returned to something approaching normal, this negative aspect of cooperation will dwindle to relative insignificance. But always, in normal or abnormal times, the one inescapable feature of a planned program of acquisitions for the country as a whole will be present—the necessity of commitments assuming responsibility for given subjects, however narrowly defined. Let it be remembered, too, that when this responsibility is assumed, our faculties will inevitably point to the trivia and trash that such categories include. This should not deter us in our comprehensive planning. Rather, it should bring to us the realization of the



necessity of pointing out to our scholars the immense gaps that at present exist under haphazard and unplanned methods of library growth. The study of "Research Library Acquisitions from Eight Countries" by Edwin E. Williams in the *Library Quarterly*, October 1945, p. 313-23, show some of the lamentable results of our former individualistic policies, imposed upon us for the most part by scholars who have not given the same amount of attention to the total problem that librarians have given. A weakness of the cooperative acquisitions project and of all other proposals for planned library growth is the fact that we have not yet educated the educators to the importance of these proposals.

#### *A Gigantic Project*

Some of us have been privileged to inspect the vast mechanism of the cooperative acquisitions project. More than six thousand wooden packing cases full of books, gathered

from many repositories in Europe, transported to America, opened, divided into categories, correlated with the system of priorities established by the committee, and dispatched to 115 participating libraries, make an impressive spectacle. More than a million pieces of literature will have passed through this mechanism before the project is completed. When we remember that every book, and, what is worse, every issue of every periodical, has to be recorded and assigned to a participating library, we gain a new appreciation of the immensity of the task of distribution assumed by the Library of Congress. Whatever we may say about the defects and inequalities of the project—and there is much more that might be said—it is nevertheless true that the Library of Congress is carrying to completion an enterprise that stands as a great landmark in the fast-growing movement toward greater cooperation among American research libraries.

## New Courses in Columbia Summer Session

The School of Library Service, Columbia University, announces two new courses in its summer program, July 7-August 15. Julia Wright Merrill, former chief of the Department of Information and Advisory Services of A.L.A., will conduct a course in rural, county, and regional libraries. Combined with offerings in rural sociology and rural education which will be available on the Columbia campus, this course affords an unusual opportunity for librarians interested in the growing field of library extension. The second course is a revival by Ernest J. Reece, Melvil Dewey Professor at Columbia, of his former seminar in education for librarianship. This offering is intended for library school graduates who have had some experience in teaching or who have a definite interest in joining a library school faculty. Parallel courses will be available at Teachers College in curriculum development and teaching methods.

The new courses in rural libraries and education for librarianship are in addition to the offerings in the bachelor of science and master of science programs regularly scheduled for the summer session.

# Cooperative Acquisitions in the United States Versus a World Library<sup>1</sup>

## I

I HAVE BEEN asked to represent the small college libraries in a discussion of the Boyd-MacLeish-Metcalf plan for cooperative acquisitions in the interest of national resources.

By this plan one copy of every book published anywhere in the world, which might conceivably be of interest to a research worker in America, shall be acquired by at least one research library in the United States. The books thus acquired shall be promptly cataloged and duly listed.

The *modus operandi* shall be as follows: each cooperating library shall assume responsibility for complete coverage in a given subject or area. The entire field of human knowledge (subdivided according to the L.C. or a similar classification) shall be apportioned out to the cooperating research libraries under a central steering committee. As a preliminary trial, however, the acquisitions shall be limited to publications in the Latin alphabet.

## II

It is my opinion that small college libraries can have no direct share in this plan. I find two major obstacles to their participation:

(1) Any area of knowledge in which a small college could assume responsibility would be infinitesimal. A nationwide organization of pin-points of knowledge would be

<sup>1</sup> Paper presented at the Conference of Eastern College Librarians, Columbia University, Nov. 30, 1946.

unmanageable. Small colleges may have special collections, but such collections are only hobbies—they are scarcely even drops in the ocean of knowledge. Haverford, for instance, has Quakeriana but has never been able to acquire everything published. In a field of this sort, moreover, the collector's chief effort is expended on unprinted or irregularly printed materials, not in the book trade.

(2) The small college library cannot expand indefinitely. A *small college* is one whose enrolment is limited to a less-than-average total. Consequently, the size of its library is limited; and for this as well as for pedagogical reasons the small college library must be wholly selective. For instance, Haverford College, limited to four hundred students, may not reasonably go beyond a library of two hundred thousand volumes. Beyond that figure we begin to discard at the other end. There is no room in such a library for unlimited expansion in any field of research. The budget will not allow it; the faculty would not approve it.

## III

I turn now to general criticism of the whole plan. In this, I represent an individualistic view which is characteristic (I believe) of the small college. Having devoted my life (in a humble way) to pure scholarship, I am in a position to criticize the plan as a consumer.

In my opinion the whole scheme is impractical and fundamentally unsound. You cannot devise a *system* which will take the place of individual initiative.

The proposed plan is a will-o'-the-wisp which has appeared in many forms. Someone is always trying to *organize* the future,

to *anticipate* history. For instance, historians (in moments of desperation) have been known to say: "Let's preserve *everything*, so that there will be no more controversy in the future!" But God forbid that we have a world of Morgenthau diaries: there would not be even standing room for the living.

Text-critics have been known to say: "Let's collate all the manuscripts and all the editions, and produce a definitive text, never to be questioned!" But no problem involving human judgment is ever definitively settled.

Librarians have been known to say: "Let's all get together and catalog all the manuscripts in the world, once and for all!" But these librarians did not know that that is more than all the competent scholars in the world could do in a hundred years.

So now other librarians say: "Let's acquire all the books in advance; then we won't be pestered by these scholars asking us for something we haven't got." Alas, scholars are as ingenious as the devil, and can think of more things than were ever dreamed of in the librarian's philosophy.

#### *Two Separate Problems*

But I am not denying that there *is* a problem. Actually, there are two problems, and I am not sure that they are clearly distinguishable. They are: (1) how to supply American scholars with as many books as possible here at home and (2) how most conveniently to guarantee one copy of every book in the world to research workers. To the second of these problems (which is by far the more important) the committee added "in America." This qualification is pertinent to the first problem, but *not* to the second. I deplore the narrow nationalistic point of view. Without remitting our efforts to supply as many foreign books as possible to American libraries, let us strive

in the larger field to guarantee one copy of every book in the world to the research workers of the world! As to how this may be done, I shall presently offer some suggestions.

Returning to the proposed plan for co-operative acquisitions by American libraries, is it not a whole generation behind the times? In a world which is rapidly shrinking geographically, would it not be cheaper and surer and quicker to send the scholar to the books he needs than to try to bring all the books in the world to the scholar before he needs them? Mohammed (in his day) was wiser—he went to the mountain.

Still, many voices cry out in consternation: "How can we keep up with the procession?" This is an old problem, now grown acute. It is not confined to the library field. It prevades all modern life and thought—education, scholarship, human knowledge in general.

We are faced with an *intellectual* world expanding at an astronomical rate. The areas covered by modern learning are so diverse and so vast that a single individual can hardly even survey them—let alone encompass them (a feat which Aristotle was the last man to achieve). The activities of the human mind are unbounded—and growing more so every day and hour!

#### *Books in All Languages*

As a first step, then, toward solving this problem, we are offered a tentative acquisition of books in the Latin alphabet—a test case which so dodges the real difficulties as to be practically useless. Scholarship knows no boundaries of alphabet. Only when we get books on every subject in Russian, Hebrew, Arabic, Greek, Turkish, Armenian, Hindustani, and what not, will we approach our goal. I am aware of the fact that we are promised them *later*, but success in ac-

quiring our own kind of books is no guarantee of success in the far more difficult field.

Even in the case of books printed in the one alphabet legible to *us*, I doubt whether we will ever get half the guarantors we need to cover all knowledge. Even universities have other demands on their income. And as for the books in strange alphabets, I have a feeling that we will *never* get them.

Even when we get books from all countries (irrespective of alphabet), we are promised only those "which may conceivably be of interest to a research worker in America." And who is to decide what will be of interest to research workers? Librarians are not competent to do so. The Army (and other government departments) are not competent to do so—as proved by the melancholy results of the current foreign acquisitions project. Never again, after this experience, will I sign a blank check to the order of a cooperative purchasing committee. Even the scholars who are going to use the books are not competent to do so: they can hardly be expected to foresee every future development and trend of human thought.

These selected books, temporarily to be chosen from those which have passed the nationality test, will then be scattered all over the land, in accordance with an approved classification of knowledge. So then—provided the chain has no weak links (local failure of funds, changes of policy, etc.)—the scholar will have the satisfaction of knowing that the books he wants are here, but (alas) distributed all over the United States from San Francisco to Boston. Surely a single location would be far more sensible.

But even so, this would merely be one step in a system of nationalistic duplication, by

which all books from other countries would be brought to our country, and all our books would be taken to each of many other countries, and so on ad infinitum—a clumsy and ponderous method, if ever there was one!

### *World Library*

Omitting the minor problem of how to acquire as many good books as possible for the United States, there can be but one logical answer to the *major* problem (how to guarantee one copy of every book in the world to research workers—and I add, "of the world"). The answer is: a United Nations library! One world, one library! Wherever the UN or UNESCO shall decide (be it in Europe, Asia, Africa, or America—but preferably *not* in America, where the cost of living is too high), let us create a new Alexandria, to which each cultural unit shall contribute its whole output of printed matter: a haven for scholars, and a paradise for librarians.

I envisage not a single library building, but a city of libraries. The solution is analogous to that of the language problem: many mother tongues, but *one* international language. So each country will keep its national library, but will send one duplicate of every piece of printed matter to the international center. Starting with current publications, ways and means of supplying the older materials can be worked out.

The location should be in a dry and salubrious climate. Stratosphere travel to this one center will of course be easier than a series of visits to all or many of the national capitals of the world. I believe that each nation will be willing and anxious to contribute such a sample copy of its annual output of printed materials to the world library.



## Report on Europe<sup>1</sup>

TIME LIMITATIONS on the discussion of a complex subject are always annoying, but they have at least the virtue of compelling one to select, to present what is most important, and to leave subsidiary matters for another occasion. All I can do here, therefore, is to make a few generalizations, urge a few of my own convictions, reveal my prejudices, without being able to fill in either the detailed factual background or the often tortuous processes of inference that give depth and credibility.

Stripped down to essentials, what this audience desires to hear from me is some answer to the following questions: (1) What are conditions in Europe in general, especially insofar as the problems of bookmen are concerned? (2) What can we do to get books from Europe with satisfactory coverage and regularity? (3) What can we do to help Europe with its library and cultural problems? In treating these questions it is necessary to break down Europe geographically a bit. First of all, we lop off the Scandinavian countries and Switzerland. We dispose of the Scandinavian countries because I do not know much about them and am not going to try to tell you anything about them. From all reports they are in reasonably good condition and present us with no real problems. Next we eliminate Switzerland. Here is a country which came through the war relatively untouched. It always had a good book trade and an admirable library system, both of which it still has today. Many of you

had the opportunity to meet Dr. Pierre Bourgeois, the new Swiss national librarian, in the spring and to form your own opinion as to how good Swiss libraries and librarians are. Switzerland again presents no problem. Finally we put off discussion of those countries east of Germany and Austria, chiefly because I must plead ignorance. Certain straws in the wind may, however, be noted. Normal commercial relations can again be resumed with Czechoslovakia. The Library of Congress is getting books from Poland and Hungary. Regular and comprehensive acquisition of Russian books is, as we all know, one of the urgent needs of American research libraries. There are indications that these needs will be met.

We are thus reduced to the Iberian peninsula, Italy, France, Belgium, Holland, Germany, and Austria. Of these countries I personally know most about Spain, Portugal, France, and Germany. I have visited Austria on a tour of inspection and carefully supervised from Germany the operations of our able representatives in Austria over a period of some six months. Similarly I have directed the wartime acquisitions program for the Low Countries up to the point where it could revert to normal commercial procedures. While I have not had a chance to see Italy, I have discussed the situation on numerous occasions with Manuel Sanchez, who has been there with a vengeance!

All these countries suffer from certain handicaps and deficiencies, characteristic most of the defeated Axis countries and least of the Iberian nations, which remained neutral during the war. The chief of these is

<sup>1</sup> Paper presented at the Conference of Eastern College Librarians, Columbia University, Nov. 30, 1946.



material depletion. Whether it has been due to the ravages of war or to disruption of commerce or to mismanagement of the nation's economy, all these countries lack materials of many kinds. The situation is desperate when food or coal is concerned. In our own special realm, however, we are time and again faced with inability to get books moving because agents lack such simple items as string, wrapping paper, or nails. I am told that even in the United States, which is looked up to with awe by Europeans because of the wealth of its natural resources, scarcity of nails is now seriously impeding the building of new houses. In Europe during the war, steel and iron were being used for bullets and cannon. In Europe after the war, steel and iron are being used for industrial reconstruction—and the production of steel is severely reduced by lack of coal. The great coal-producing regions of western Europe are not meeting the production levels that might be expected partly because the miners do not have a diet sufficiently high in calories. No food, little coal; little coal, little steel; little steel, other metal substitutes; other metal substitutes, no nails; no nails, no cases of books exported; no cases of books exported, no dollars to import food. There, roughly traced, is the circle, and it is indeed vicious.

#### *Economic Factors*

The food deficiency in Europe is general and serious, not only in occupied countries but also in liberated and former neutral countries. One hears impressive stories of recovery in the Low Countries (which *have* done remarkably well) and in France. Luxurious living is possible in Brussels, Paris, the Riviera, Madrid, Lisbon, but the economic inferences drawn from this seem to me largely erroneous. The plain fact is that the common people of Europe are very badly off. The manager or owner of a

bookstore in a large European capital may be able to take visitors to a sumptuous luncheon, but his workers are not eating well enough to keep healthy and energetic. In the last analysis, it is these workers who carry through the intricate, trying operations which culminate in our receipt of foreign publications.

Another economic fact which enters into the picture is the simple lack of manpower. Bookdealers cannot get help. Most of the countries we have in mind have suffered serious depletion of manpower: France is a notorious example. Economic competition for available labor makes it difficult for bookdealers to get any employees, let alone those who have the requisite special skills.

All through the war, strict controls were clamped on trade. In 1944 a European bookdealer told me he had stopped shipping to an American university because he had to fill out eighteen government forms before he could get a shipment off! While this particular story turned out to be somewhat exaggerated, trade was really badly hampered. In the eighteen months which have elapsed since the atomic bomb was dropped, all too few of the controls have been lifted. Even the Library of Congress, which is a government agency, has been held up for months in several European countries before purchases could be paid for. Today the Trading with the Enemy Act still rears its ugly head even when proposals are made to ship publications on academic exchange to former enemy countries. Also it is very hard to find anybody in Washington who will give a clear-cut ruling on such a proposal. Nevertheless, progress has been made in easing trade with Europe, particularly exports from Europe. All European governments are eager for dollar credits. This has enabled us to buy European books, since the dollar value is usually deposited to the credit of the exporting nation and the dealer

is paid by his government in the currency of the realm. Belgium, Holland, France, and recently Austria have consequently returned to more or less normal trading practices. It is now possible for individual American libraries to place orders with dealers of their own choice in those countries and no longer to depend upon the mass purchasing operations until recently conducted by the Library of Congress Mission. National bibliographies are published in all these countries and can be obtained through the mail. The Library of Congress gave up co-operative buying in Belgium, Holland, and France earlier this year and has given it up in Austria as of November 1. The *Anzeiger für den Buch-, Kunst- und Musikalienhandel* provides excellent information about the Austrian book trade; the *Oesterreichische Bibliographie* furnishes a medium of selection; payment can be made by arrangements already established between the Korporation der Wiener Buch-, Kunst- und Musikalienhändler (acting for the trade) and the Austrian National Bank in New York; and shipment can be made by the dealers.

#### *Library of Congress Mission*

I wish to say as little as possible about the Library of Congress Mission here. A final report is in preparation, the substance of which will, I hope, be published. Yet it is impossible to report on Europe without sketching at least the outline of the mission's work, the promise of its achievements in Germany, and the prospect for American libraries to acquire German publications in the near future.

It may be revealing to tell you something about the physical conditions under which we worked. The mission was attached administratively to G-2, U.S.F.E.T., but it worked closely with military government, and several of its outposts were tied in ad-

ministratively with local military government units. Billeting, messing, and transportation were provided by the Army. In Frankfurt we lived in comfortable houses or apartments formerly occupied by the officials or employees of the central I.G. Farben offices, and we ate at the I.G. Farben Kasino Mess, a very attractive building. We covered vast distances chasing publications, sometimes in trains (the degree of whose comfort ran the entire gamut), sometimes in sedans, most often in jeeps, and occasionally in trucks. The main office of the mission was in a sprawling I.G. Farben plant seven miles from the center of Frankfurt. Here we had a large warehouse and a railway siding, so that materials could come in, be crated or re-crated, and be dispatched to a port. In Berlin the mission occupied three floors of the tower of the Telefunken Building, thus enabling it physically and spiritually to look over the situation in Berlin. At the height of its operation this outpost had three warehouses, one with a railway siding. The energy and resourcefulness of Dr. Zuckerman, in charge of the Berlin unit, were such that he could probably have taken over a whole railroad station if he had decided he needed it. In Munich Mr. Stuurman had two offices, one in the city proper in the Postbau, and the other in the Third Army Documents Center at Freising, a few miles out. In Stuttgart Mr. Allen had office space with military government and was sumptuously housed and fed in the magnificent villas which crown the hills ringing the city. Our Vienna offices were with G-2, which was most hospitable, and Mr. Birnbaum managed to find as his billet an apartment where he could live in what the rest of us considered to be the Sybaritic luxury of an Oriental potentate. Mr. Glennen was attached to the American liaison mission at Baden-Baden and lived in a nice little house

on one of the many small rises of that pleasant and undamaged resort. Mr. Fleming's office was in the American Consulate in Hamburg and his food and housing were taken care of by the British authorities with their customary courtesy. That, very briefly, is how we lived. Now, what did we get done?

### *Work Accomplished*

First of all, the Leipzig-stored materials. The first shipment ought to have left the New York Port of Embarkation by now and to be in your hands any day. The second shipment, representing the remaining 60 per cent of the stored stocks, will be delivered to the Library of Congress Mission in Berlin before the end of the year, providing libraries have signified willingness to accept the materials and have made payment. Receipt of these materials will fill in the most important wartime German periodical gaps in American libraries. The Library of Congress is gratified to have had a hand in effecting delivery of these materials. Great credit is due to the German dealers and to the War Department for their foresight, and to the Soviet Military Administration for its understanding and cooperation.

The number of volumes shipped from Germany and Austria by the Library of Congress Mission now exceeds one million. Of these many were turned over by the War Department and may have to be specially processed to satisfy the requirements of the department. Many others form special collections which must not be broken up, and hence cannot be thrown into the stockpile for distribution. Purchases from Germany and Austria will amount to between two and three hundred thousand dollars. You know much better than I what kind of material has shown up in the distribution, but I may say that the best is yet to come. We in the field have had time to

do practically no bibliographical work. A recent spot check of *Neuerscheinungen der wichtigen wissenschaftlichen Literatur*, 1939-45, Teil I, compiled at Bonn University and covering medicine and the natural sciences, showed that over 50 per cent of the titles were in the list of German imprints published by the Library of Congress or had been acquired by the mission. The check is unscientific and weighted in our disfavor. It tells nothing about how many duplicates of the titles will be distributed, but there are solid grounds for optimism.

Aside from wartime imprints, the Library of Congress will have at its disposal large numbers of publications produced between the wars which have not been collected by American libraries and which are now showing up on their want lists. It is my personal opinion that the value of this type of acquisition can hardly be exaggerated, since it is essential to historical research and will be next to impossible to obtain on the antiquarian market.

### *Current Serial Publications*

Another important category is represented by the serials produced in Germany and Austria after the end of hostilities. Allowing for inevitable gaps (which show up even in sets collected under normal conditions) the mission has acquired very nearly a complete collection of these serials, usually in twenty-five copies. Distribution is now being made. It is essential that cooperating libraries inspect what is being distributed so that judgment may be made as to what to continue to collect in 1947 on a more selective basis. The mission has published *A Check-List of Current Serials in the United States Zone of Germany* and the Library of Congress has distributed it. We hope shortly to make available lists of serial publications in the other zones.

In effect, the work of the Library of Con-

gress Mission in Germany is done. The staff of the mission has been reduced and by the end of the fiscal year will probably consist of one man. Now, effective termination of the mission poses the problem of how other American libraries may acquire German publications. The problem has been carefully thought out, and the mission has sent a proposal to military government which has been approved. The main points of the proposal are as follows:

1. The Library of Congress Mission will cease its mass purchasing on behalf of other libraries and will confine itself to purchasing for the collections of the Library of Congress. Military government will encourage the entrance into the American zone of American bookdealers satisfactory to the Department of Commerce. The Library of Congress heartily approves in principle the application of American bookdealers to do business in Germany.

2. The Library of Congress will continue to advise the Army on the disposition of captured documents and the Army will not recognize claims from other institutions.

3. Publications of the American Military Government will be sent direct to the Library of Congress and will there be processed for distribution under the supervision of the documents expeditor.

4. If American libraries desire systematic collection of the publications of allied military governments and of German government agencies, they should appoint a foreign documents expeditor, who could be attached to the Library of Congress Mission for administrative purposes but whose salary would be paid by, and whose work would be performed for, a group of cooperating libraries.

5. The Library of Congress Mission, within manpower limits, will continue to act in an advisory and supervisory capacity in the execution within the American Zone of Control, of Council Order No. 4 directing confiscation of Nazi and militarist books. The mission will have access to duplicates for the use of all American libraries.

6. Exchange of academic publications will be facilitated by military government acceptance of the offer of the former Preussische Staatsbibliothek, now the Öffentliche Wissen-

schaftliche Bibliothek, to act as a central agency for German institutions. This sets up a German counterpart to the Smithsonian Institution. The Smithsonian Institution has agreed to undertake an experimental shipment, and as soon as it is satisfied that the machinery works, will notify libraries that they may forward exchange materials which they have been holding.

#### *Concentrate on Current Orders*

Several of these points require a bit of elaboration. There is no reason why American bookdealers should not be in Germany by January 1. If necessary, pressure should be brought to bear in Washington. I should advise libraries to concentrate first on their current orders, especially serials. Want lists can come as soon as decision is made whether or not to gamble upon the cooperative acquisitions project. German book stocks are low. Felix Reichmann and I have made independent estimates of the destruction, and we agree upon 75 per cent. Nevertheless, there are still some wartime imprints in Germany which the mission has been unable to purchase. People are reluctant to sell real property for a currency whose future seems unpredictable and whose present purchasing power is negligible because of the lack of consumer goods. A not uncommon experience is to try to buy a book for cash in a bookstore and to be turned down. What is wanted is an exchange of two books for the one which is released. Many dealers have delayed sales to the mission because they have reached the point of diminishing returns in the face of high income taxes. Others are just beginning to get their stocks back or their warehouses into shape. The mission is acutely aware that it lacks adequate representation of the stocks of several of the best-known publishers, among whom the chief are Steinkopf, Fischer, Springer, Niemeyer, and De Gruyter. The reverse side of the picture is that many of the best



publishers, such as Hirzel, the Boersenverein, and the Akademische Verlagsgesellschaft, have suffered staggering (sometimes total) losses. In Leipzig, German printing has not made much progress during the past year. Many of the presses have been busy printing books commissioned by the Russian authorities. From a recent visit to that city, however, I have the impression that the coming year will see a marked increase in the production of those titles which Leipzig publishers have been holding in readiness, and especially the birth or rebirth of important scientific journals.

Many American libraries are anxious to resume direct relations with their former Leipzig dealers, and there is certainly nothing which the Leipzig dealers would greet with greater joy. I wish I could tell you a practicable method of accomplishing this. Unfortunately it still depends upon demolition of zonal barriers, revision of postal regulations, repeal of the Trading with the Enemy Act, and establishment of a currency exchange rate. When American dealers go to the American zone of Germany, it may be possible to arrange through them for provisory resumption of contacts pending normalization of the entire situation.

#### *Return of German Bibliography*

German bibliography is resuming slowly but promisingly. The Deutsche Bücherei is once more editing the *Deutsche Nationalbibliographie*. Comprehensive coverage depends upon renewal of the agreement by German publishers to send deposit copies to the Deutsche Bücherei. There are some disturbing signs of separatism to be noted among German bookmen, but the mere existence of the *Deutsche Nationalbibliographie*, with the manifest advantages to the publishers of having his work listed there, will probably overcome them. It still remains true, however, that a unified bibliog-

raphy, like so many other things in Germany, depends for its final success upon political and economic unification. There is the point at which politics and scholarship cross.

It will be worth while to enumerate the important current publications in Germany and Austria which have bibliographical utility:

*Anzeiger für den Buch, Kunst- und Musikalienhandel*. Vienna. 1, August 1945- Weekly

*Österreichische Bibliographie*. Vienna. 1, March 1946- Quarterly

*Boersenblatt für den deutschen Buchhandel*. Frankfurt a.M. 1, Oct. 6, 1945- Semimonthly

*Boersenblatt für den deutschen Buchhandel*. Leipzig. 1, August 1946- Semimonthly (?)

*Mitteilungen des Arbeitsausschusses für den bayrischen Buchhandel*. Munich. 1, Nov. 1, 1945- Irregular

*Mitteilungen für den Buchhandel in der französischen Zone*. Baden-Baden. 1, March 1946- Monthly

The *Check-List of Current Serials in the United States Zone of Germany* is more comprehensive than anything else in its field. In addition there are *Das Antiquariat*, an Austrian journal, and one or two other journals of the booktrade or the graphic arts. The information control commands of the American, British, and French military governments also publish regular lists of current publications licensed by them.

The mission, acting for A.L.A., has kept in close contact with Dr. Eppelsheimer of the Frankfurt Library, who is editing a "German McCombs list" which ought to be ready within a few months. Similarly it has forwarded reports on German library and bibliographical activities, some of which have already been printed and others of which will appear in the future.

#### *Russian Cooperation*

In the cultural field the Russian authori-



ties have shown great enlightenment and have taken progressive steps to restore German art, music, and scholarship. They have not only taken these steps to aid institutions in their own zone but they have extended a hand to other zones, most notably in approving a recent statute for the Öffentliche Wissenschaftliche Bibliothek in Berlin which authorizes it to act as a central exchange agency for all Germany.

Resumption of the exchange of academic publications is ardently desired by American and German libraries. I have already sketched the prospect, which I think is definitely hopeful. Some exchange materials have been forwarded to this country by the mission—notably from the Akademie der Wissenschaften in Berlin, the Senckenbergisches Museum in Frankfurt, and the Universities of Heidelberg, Freiburg, and Tübingen. When American publications reach Germany, they will give a great impetus to education and intellectual life in general. The economic situation in Germany is today so precarious, and it is so necessary that the money we put into the economy go for food, that there is little likelihood of Germans being able to purchase American books for some time to come. Exchanges and gifts are therefore the only possibilities.

#### *Council Order Number 4*

I wish to say a few words here about the now notorious Control Council Order Number 4. This order raised a storm of protest in America because it was hastily drawn up and perhaps phrased without sufficient care, because it got a sensational press,

and because wild inferences were drawn from these press reports, sometimes by people who ought to have known better. An amendment to the order was later issued, specifically setting aside collections for the use of Germans under proper controls, but none of the four powers ever proposed to burn books or to wipe their existence from the face of Germany. In all four zones some universities retained their Nazi collections, under lock, of course, with the express or tacit consent of the occupying powers. In all four zones central collections of Nazi literature were created. The best single collection is probably at the Deutsche Bücherei; it forms the basis of the *Liste der auszusondernden Literatur* published by the Central Administration for the Russian zone. In the American zone the Library of Congress Mission has supervision of a military government project to collect a central Nazi library, catalog it, and to preserve 150 copies of each title, if possible, for distribution to accredited agencies, to American libraries, and to other nations.

All in all, considering the holocaust, the picture in Germany is much better than could have been expected after a total war. Constant effort, tireless energy, unflagging alertness, unfailing goodwill—these are needed to insure continuing nourishment of our own research centers and effective rehabilitation of German culture in the general interests of world peace. Constant effort, tireless energy, unflagging alertness, unfailing goodwill—was there ever a period of history when these would not have helped to create a better world?

## The Doctrine of Sufferance in the Library

IN RECENT years there has developed a growing awareness among librarians that all is not well in the stacks.<sup>1</sup> Confronted with an ever accelerating avalanche of printed matter against which present and contemplated library budgets seem pitifully inadequate bulwarks, librarians are being driven to a critical re-examination of their basic problem. At first, it seemed that they needed only to appeal for more funds; now it is all too evident that such an appeal, even in the unlikely event of its being thoroughly successful, could produce a stopgap only for the day. The situation is especially critical in the research libraries, which are bound by their philosophy to try to acquire everything remotely touching their field of interest and to hold all such acquisitions in perpetuity, even when no present defense of the books and documents can be made, on the premise that the most insignificant item of today may, by tomorrow's scholars, be proved to be the key that unlocks a world of intellectual excitement.

It would be bad enough if libraries had to contend only with the source material. But there are critical examinations of sources, and commentaries on the examinations, then commentaries on commentaries, followed by bibliographies of the commentaries, examinations, and sources. As if this were not enough, there are, finally, bibliographies of bibliographies. Redundancy raised to a power! The mind balks, ap-

palled at taking the next logical step.

It becomes increasingly clear that we are now confronted not with the physiology of libraries but with their pathology. This exuberance of multiplication suggests to the observer not so much normal growth as it does the existence of an insidious bibliographic neoplasm. What can we do about it? Is there a cause? If we can find a cause, can we, perhaps, eliminate it?

To search for causes is defensible on methodological grounds, though when one is dealing with human affairs the psychological roots of this activity do not always seem completely noble. We feel we must blame someone. In the present instance there is considerable temptation simply to put the blame on the librarian, a temptation to which some<sup>2</sup> have yielded. Even granting that the search for a whipping-boy is worth while, it seems questionable if the librarian can be held accountable for the stew we are in. The intellectual fare available is too much and too rich for our mental digestive system to cope with, but the librarian can hardly be blamed. His relationship to the ultimate *pâté de foie gras* is that of the goose; the *gaveur des oies* is the scholar.

There have been attempts to "do something about it." Among librarians, Fremont Rider has attracted the most attention with his proposal<sup>3</sup> to reduce books photo-

<sup>1</sup> Hardin, Garrett. "The Last Canute." *Scientific Monthly* 63:203-08, September 1946.

<sup>2</sup> Kirkpatrick, Leonard Henry. "Does Your Library Lack a Plan?" *Library Journal* 71:782-88, June 1, 1946.

<sup>3</sup> Rider, Fremont. *The Scholar and the Future of the Research Library*. New York, Hadham Press, 1944.

graphically to the size of index cards, and thus conserve space. The basic idea behind Rider's proposal has been developed even further by the physicist and gadgeteer Vannevar Bush,<sup>4</sup> who points out that it will soon be possible to reduce documents and recorded data to microscopic size; to classify them and store vast quantities of them in an instrument of desk size; and to recall, almost instantly, any classification to the "reader," to be used, perhaps reclassified, in other ways; and finally stored away again. Unquestionably, Bush's proposal is appealing. It might even mean the ultimate disappearance of libraries.

At first glance, proposals of the Bush-Rider type would seem to solve the problem of research libraries. A moment's reflection, however, will show that they attack the problem in only a superficial way. They assume that if we can reduce the bulk of the individual items sufficiently, we need not worry about the number of items nor about the rate at which the number increases. To make such assumptions, implicitly or otherwise, is to regress scientifically to the days before Darwin and Malthus.

Perhaps the point can be made clear by an example from bacteriology. *Clostridium botulinum*, the bacterium which causes a very unpleasant sort of food poisoning, is only one-twenty-five-thousandth of an inch long. It multiplies, however, exuberantly, each cell dividing to form two cells in less than half an hour, under favorable conditions. Suppose, now, that someone developed a passion for *Clostridium*, became a clostridiophile, as it were, and decided to save all his little clostridia, nourish them carefully, and never throw out a single cell. If he started his collection modestly on Monday morning with a single bacterial cell, by Tuesday he would have a mass of cells

which would weigh over two pounds. By Wednesday morning he would have over a million tons of bacteria; and before Friday, the weight of the bacteria would exceed that of the entire earth. Clearly, clostridiaphily is a passion not to be encouraged.

#### *Rate of Increase Sets the Problem*

The problems encountered in collecting any things which are constantly increasing in numbers can be put in mathematical language.<sup>5</sup> But frank mathematics repels many people, and embarrasses the printer; the same point can be made here in the following words: the rate of increase in size of any collection (library) is determined by two things, to wit, the size of the individual items (books) and their rate of increase (rate of collection, etc.). In the long run, the size of the individual items is of only minor importance. It is the rate of increase which sets the problem. If Mr. Rider is correct in his belief that the rate of increase in numbers of library books is a function which has no finite limit, then it won't matter particularly what we do about the size of the books. Even if we reduce them to the size of *clostridium* cells we will ultimately suffer a fate little different from that caused by too close association with *Clostridium botulinum*.

To become masters of our fate we must control the growth equation in one of two ways: either we must continually diminish the rate of increase or we must introduce what one might call a mortality factor and eliminate individuals whose procreation we have permitted. The growth of book populations shows considerable parallelism with the growth of human populations, and the problem of overpopulation suggests a Malthusian solution in both cases. There is,

<sup>4</sup> Bush, Vannevar. "As We May Think." *Atlantic Monthly* 176:101-08, July 1945.

<sup>5</sup> Lotka, A. J. "Population Analysis as a Chapter in the Mathematical Theory of Evolution." (In *Essays on Growth and Form Presented to D'Arcy Wentworth Thompson*. Edited by W. E. LeGros Clark and P. B. Medawar. Oxford, Clarendon Press, 1945.)

however, this important difference required by our mores: in the control of populations of books, euthanasia is to be preferred to contraception, which is the reverse of the solution elected by what we like to call civilized populations of humans.

### *Must Destroy Books*

Unless we are to attempt a totalitarian control of the genesis of written material, we must be willing to destroy that which is already in existence. This seems clear, and yet there are many who are unwilling to accept it, it is so contrary to our training. "Books are sacred," "monuments of the past," "depositories of the wisdom of the ages"—how often have we not heard these and similar clichés? Logically we may now realize that we must deny our long-held principles, but emotionally it is difficult to bring ourselves to the actions required.

This emotional bias is one of the reasons why we fight off the inevitable as long as possible. But there is another reason, equally effective, namely, the questions: How are we to eliminate? Which books or documents shall be thrown to the fire? The problems of collecting are difficult; the problems of uncollecting are difficulty squared. Collecting, given enough money, is a relatively passive occupation in which one needs only to yield to the strongest pressures. Uncollecting is a dynamic, difficult, discriminative activity in which one can expect to be opposed at every point by outside pressures of the greatest volubility. Librarians, as a group, are not pugnacious; such a trait has not, in the past, been of selective value in the libraries. Now, suddenly, it would seem that librarians must develop this trait if they are to survive and properly fulfil their function. It is a most difficult and unpleasant situation. Collecting, cataloging, storing forever—this is the path of least resistance.

There are times when the enemy is more easily met en masse than individually. This is such a time. If the librarian must fight for every single book eviction, he will, in the end, give up the fight altogether. It is the individual who is on the defensive who is in the weak position. If the librarian is to win his fight he must somehow maneuver his opponents into the defensive position. This can be done in a rather simple manner, by a single change in the philosophy and *modus operandi* of libraries, as follows.

### *Librarians Must Evict Books*

Let not the retaining but the evicting of books be automatic. Let no book remain on the shelves unless someone fights to keep it there. Let an undefended book be a condemned book. This must be accepted as the philosophy of the modern research library. Gone must be the static conception of the library as a storage organ, and in its place we must conceive of the library as a dynamic circulatory system, a channel through which books pass on their way from the publisher to the incinerator. The current is swift these days, and no book can long remain in the same place in the channel unless someone is fighting to keep it there. And the energy required for this fight is not to be furnished by the librarian; he is merely an aloof, and possibly slightly sardonic, observer of the foibles of men and their books.

*No book remains in the library save on sufferance.* This must be the basic principle governing libraries, at least college and research libraries. Small general libraries are a different problem, and will not be considered here. By "book," of course, we mean any printed matter that comes to the library, whether bound volume, pamphlet, catalog, theatre program, or holograph. If the sufferance philosophy is accepted, there remains only to set up the enabling machinery to achieve its ends. This should



not be a difficult matter, but it is a technical one, and consequently impossible to bring to technical perfection in one jump. The suggestions which follow are intended only as suggestions. The detailed perfection of the machinery will require the services of experts.

Thinking in terms of a college library, let us suppose that one of the academic departments of the college, say Department A, requests a certain book. The book is bought and cataloged in 1947. At the time of cataloging a symbol is entered on its card which indicates that Department A requested it; and another symbol indicates the book is to come up for review five years later, in 1952. When 1952 arrives the book is automatically put on the defensive. At this time a card with the name of the book is sent to Department A, with the request that one of the following categories be checked:

- 1. We defend the book. Retain all copies.
- 2. Retain one copy. Destroy duplicates.
- 3. No judgment. Refer it to \_\_\_\_\_ [individual or department] for judgment.
- 4. No defense. Final bans should be published.

If Option 4 is checked, the name of the book is then entered on a list which is published from time to time and circulated to all departments. Publication in the bans would give other departments a chance to defend books related to their own fields. If Department B should defend a banned book, this fact would be entered on the bookcard, and the next time the book came up for judgment it would be referred to Department B.

For the book would come up again and again for judgment. The first two periods of sufferance might perhaps be five years each, then perhaps there should be a ten-year period, followed by four twenty-year

periods. At the end of a hundred years, if the book were still in existence, it might be put on a hundred-year sufferance, indefinitely renewable (upon defense), but never extendable without defense.

### *Results of System*

If this system were adopted in good faith, it would result in marked improvement to the circulatory system of a college library. Most novels would not survive beyond the first five years. Most textbooks would go out at ten years. The majority of monographs and reviews, at least in science, would be cast out at the twenty-year mark. Original research papers would be a more difficult problem, but even these could probably be destroyed after one hundred years, or at most after two hundred. When that much time has elapsed it is easier to make the discovery anew than it is to exhume it from the library. Mendel's work in genetics was uncovered after forty years, but only after at least three other investigators had independently rediscovered the same facts. True, if we had not had libraries, Mendel would not have received the credit properly due him. But would that have mattered, really?

This philosophy puts the burden of judgment squarely on the scholarly departments, which is where it belongs. The librarian's duty in a research library is that of a skilled technician, whose job it is to keep the circulatory machinery going. The quality of the material circulated is the responsibility of the departments served by the library. *They* must pick the books in the first place; and *they* should subsequently be responsible for reviewing them. Any department unwilling to assume this responsibility would be denied the right of making new purchases.

Difficulties will be encountered, of course. Sometimes a narrow-thinking department may sabotage the works by almost always

checking Option 1. Somehow the library must be given power to circumvent such lack of cooperation. Or, a department may not check Option 4 as often as it should. In time, the librarian would probably develop some sort of secret rule-of-thumb with which to check upon departments. If a department does not cooperate, the librarian may politely refuse to order any new books for it, pointing out that there can be no more shelf space until old material is discarded. Subjected to such pressure, most departments would undoubtedly find it possible to cooperate.

In general, less trouble will be experienced with science departments than with the departments dealing with the humanities. History departments, of course, will be particularly troublesome because of the widespread belief that all history is important. Special machinery may have to be set up to deal with this field, especially since so much of the research material here consists of masses of small items which were either not requested in the first place or were taken in as a lot, without individual examination. To avoid further antagonism, the subject will be dropped forthwith, though not without an earnest recommendation to historians that they read Bridgman's work<sup>6</sup> before they come to the conference table to iron out their own peculiar problems.

Other contingencies will arise, but this is not the place to go into them. The attempt

has been to present only a crude sketch of the machinery and to avoid dispute over details. Undoubtedly the bookcards that were mentioned would actually be part of some sort of punched-card system. Thus, it would be possible, in a few hours, to run through the cards of even the largest library and sort out the cards of the books coming up for trial. But this is a detail.

#### *Concept Will Not Please All*

Some librarians may be revolted by the new concept of their status in the scholarly world, but I believe this feeling will pass. It may seem at first that their new role is one with less power, and hence less attractiveness, but I think that in time, quite the reverse opinion will come to prevail. Certainly, taking from their hands the entire responsibility of judging books should make their lives less onerous. The judging of books is even now, in research libraries, less a coveted privilege than it is an unpleasant duty. The logic of the times demands that this duty be shifted to other shoulders. Some librarians, of course, may choose to continue to fight a rear-guard action against the hyper-Malthusian forces; but ultimate defeat cannot be prevented unless the new philosophy is embraced. Such a reorientation of principles will not be the librarian's admission of defeat, but rather a statement of his intent to control his own domain. In the end, the doctrine of sufferance will make the librarian less a slave and more a master of the library to which he is attached.

<sup>6</sup>Bridgman, P. W. *The Intelligent Individual and Society*. New York, Macmillan, 1938.

# Some Proposed In-Service, or Supplementary, Training Programs

THE following three statements were presented at the Conference of Eastern College Librarians, Columbia University, Nov. 30, 1946.

By KEYES D. METCALF

## Suggestions for Training Librarians

My assignment to help straighten out one phase of the library training problem in ten minutes is far beyond me. It would be just as far beyond me in ten hours! But in spite of the limitation, I am going to take a large part of my time to make some general comments before going on with such suggestions as I have in mind.

1. I think that we (and by we, I mean librarians in general) have been apt to blame our library schools too much and ourselves too little for the seeming lack of success in some phases of our library school training.

2. I think that the library schools, encouraged by the librarians, have tried to do too many different things in one year, and then consider that the graduate is ready for everything or anything. A basic course for the training of practically all librarians is a good idea in itself, if this basic course doesn't end matters, but we certainly have no right to think that anyone who has taken the basic course can do all kinds and varieties of library jobs acceptably without more training, either in library school or through "in-service" training.

3. I think we have failed to realize that a good cataloger or a good reference worker does not automatically become a good administrator.

With the above in mind, here are two propositions which it seems to me may help us to understand the situation:

1. It takes a different kind of natural

ability to be an administrator than to be a cataloger or a reference worker.

2. Other things being equal, library training is a fine thing, but we must remember that in the long run it is natural ability and willingness to work that count most, and a good untrained person will in time do better library work than a poorly endowed trained person.

Our first problem then is to get the right people into library work, and to give them the best possible basic training. But what can we do after the basic training in the way of preparing library administrators? Three methods have been used:

1. A second-year library school course specializing in administration. I have real doubt as to the success that has come from efforts of this kind.

2. The so-called sink-or-swim method where the librarian is simply put into an administrative job and sinks or swims. This is now common practice.

3. What is known as "in-service" training. Some of us have called it internship. This has been tried from time to time all over the country, and informally, but on a large scale, at the New York Public Library during the past twenty-five years with very considerable success.

There is a fourth method of which, it seems to me, we have failed to take full advantage. That is special training for administration, not in a library school, but in a university that is equipped to give it. This

training might include: (a) courses in administration such as are found in the best university business schools and occasionally in graduate schools of education; (b) internship in a university library, combined with a seminar in library administration based on the work carried on in the internship.

If these two things are provided, after a man or woman has had basic library school training, in addition to a master's degree in a subject field, there should be a good prospect for a successful library administrator if the individual was well selected at the outset.

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By RUDOLF HIRSCH and others

## University of Pennsylvania—In-Service Training Program<sup>1</sup>

Convinced that the time is ripe for experimentation in library education based to some extent on theories expressed in recent critical writings, the University of Pennsylvania Library outlines in this paper its projected in-service training program. We have no thought of attempting to start a new library school, neither do we believe that proposals like ours will make library schools obsolete.

Among the specific considerations which have motivated us, we place first the present scarcity of librarians which, coupled with the inflationary trend of our economy, has raised beginners' salaries without proportionate increases to more experienced members of the profession. Such a discrepancy would be justified only if the basic qualifications and training of newcomers were superior to that of their predecessors. This, however, is not the case. Since a proper balance in the salary scale of the entire staff is essential in order to retain professional satisfaction, either we have to work towards a proper balance between the salaries of new members of the profession and those of more seasoned members, or we have to attempt to apply standards to new recruits which will justify a higher scale of pay.

The second consideration which has influenced us is admittedly controversial. We, and, with us, many colleagues, believe that the three fundamental qualifications in librarianship are: proper attitude toward books, adequate knowledge of books, and clear understanding of the use of books. Admission to library schools in our era of mass education does not necessarily meet and perhaps cannot meet such specifications. Training is focused on techniques and is not such as to equip librarians to apply a qualitative judgment to the collecting, recording, and servicing of books. We realize the importance of technical aptitude, but we propose to supply technical training through a paid apprenticeship; we further propose to integrate this apprenticeship with an instructional program which will be developed around books and bibliography rather than around techniques, administration, or specialization. The teaching program of the University of Pennsylvania Library is empirical in parts only; it does not emphasize training for specific library operations. I should like to give a brief explanation for this departure from more generally accepted and more orthodox methods of library teaching.

We observe in almost all fields two conflicting trends: one toward greater specialization with a utilitarian outlook toward

<sup>1</sup> Paper presented at the Conference of Eastern College Librarians by Rudolf Hirsch; prepared jointly by Charles W. David, Dorothy Bemis, Arthur T. Hamlin, and the speaker.



education; the second toward reintegration of the different branches of knowledge, presupposing a high standard of general education as a prerequisite before embarking on any high degree of specialization. It is our belief that librarians in responsible positions in institutions of learning ought to possess a basic understanding of all major research problems germane to books, libraries, and bibliographies before specialization can be successfully developed.

The training program as planned for the fall of 1947 will be limited, at least for the present, to not more than five candidates, graduates of accredited colleges and universities. Admission will be based on academic standards, including good knowledge of at least one foreign language, and personal interviews. Only candidates of exceptional qualifications, who believe that their interests lie in university and research libraries, will be accepted. Trainees will perform regular duties as library assistants during a two-year period. Provisions will be made to rotate them sufficiently through the several departments to acquaint them during the period of our training with the principal operations of a research and university library. While their working schedule will be shortened to thirty-five hours a week in order to allow time for instruction, the program as a whole will be heavy. They will be classified as semiprofessional members of the staff and will receive compensation at the rate provided for such workers.

The apprenticeship will be supplemented with an instructional program which will provide between six and seven hours of instruction per week for eighty weeks spread over a two-year period. Courses will be of the seminar or laboratory type. Teaching will be undertaken largely by members of the library staff. No tuition fees will be charged. The program as it stands now does not provide for elective courses. We

regret this fact, but we are forced to limit ourselves to a smaller number of required courses in order not to drain the resources of the institution. Should our experiment be successful, we shall probably attempt to add courses and permit freedom in selecting courses to be taken, instead of requiring submission to a rigid system.

#### *Outline of Instruction*

Details of courses as well as the method of instruction have not yet been fully decided upon. It is proposed to hold during the coming spring term a seminar within the existing staff, attended by those who might act as instructors or supervisors in practice work, to discuss in full the entire program. Final decisions will be made on the basis of these discussions. However, we have prepared an outline of subject matter which may be summarized briefly. The instruction will fall under these five major headings:

1. The book
2. Documentation
3. The library
4. Reading
5. The book trade.

Three seminars are contemplated to cover different aspects of (1) the book, *i.e.*, of writing and printing. The first will be on manuscripts and will deal specifically with materials, make-up, identification, and recording. The second will be on printed books, periodicals, and newspapers, with treatment analogous to that given to manuscripts. The third will be directed at the forces which influence the diffusion of knowledge through printing. We have in mind such problems as the appearance of specific works in print at specific periods—the sociological, psychological, and economic factors which control the choice and production of texts.

(2) Documentation will be concerned

with the methods and types of bibliographical description, documentary reproduction, etc., and will include training in multilingual bibliographical terminology.

A series of seminars on (3) the library will be divided quite conventionally into sections on book selection; classification, subject heading; and cataloging; service, and administration.

The seminar on (4) reading will deal with the part which libraries play or should play in the diffusion of knowledge and in education.

The seminar on (5) the book trade will deal with some basic problems of publishing and bookselling, with special emphasis on the librarian's relationship to these trades.

The seminars will in no sense be survey courses. Rather they will be devoted to specific problems or topics within the subjects covered and the coverage will vary from year to year. It is our contention that a thorough knowledge of research and research methods within a few segments of each proposed subject will be more valuable than a superficial coverage of entire fields. It is also felt that, in order to make the seminars provocative and to create a true interest in the topics treated, every effort should be made to prevent the forming of instructional patterns such as develop so easily when teaching becomes repetitious and standardized.

At the end of the two-year period of ap-

prenticeship and instruction a comprehensive examination will be given to test ability and attitude. Upon the successful passing of this examination the trainees will be accepted as professional members of the University of Pennsylvania Library staff or will be recommended as professionally competent for employment in other institutions. Though they will not be awarded degrees, they will receive a written statement or possibly a formal certificate stating training and accomplishments. Exceptionally qualified and more mature students might be granted professional rating after a single year, even though continuing to attend courses, or they might be granted permission to substitute during the second year, graduate courses in a subject field in which they have specialized or desire to specialize.

The program as outlined here, to prove successful depends in no small part upon our wisdom in planning. We are only too aware of the difficulties which will have to be overcome in order to make this experiment a success. They are:

1. Can we find graduates of accepted colleges and universities who will meet the high standards set and who are interested in becoming candidates?
2. Will instruction be successful, in accordance with specifications set forth in this paper?
3. Will we be able to place our trainees, once they have passed our examination, in professional positions in other institutions as well as in the library of the University of Pennsylvania?

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By BLANCHE PRICHARD McCURUM

## Education for Librarianship on Trial: A Discussion

The preceding two papers leave me little to do but agree with them and to apologize to the writers because it was necessary for

them to curtail their own statements in order to save time for a third person to review them. That being the case, I am going to

omit any blow-by-blow comment on the papers, while I hurry on to suggest a few points which the writers themselves may be willing to amplify later.

Mr. Metcalf is inclined to think that, "We have been apt to blame our library schools too much and ourselves too little" for the state of affairs existing in training for librarianship. Very true, I believe. We practicing librarians seem to have gone on insisting on "getting the work done" and have continued to look to the library schools to supply us with the necessary workers. These candidates, according to the questions I am asked to answer about applicants applying for admission to our library schools, are not being judged very closely on their intellectual attainments. What we seem to have indicated as desirable are neat, accurate, tactful paragons of initiative, who are also as good mixers as Rotarians; bright, cheerful buttons on the library cap; docile workers at too many mechanical tasks; responsible drudges of sufficient physical stamina not to grow tired or ill or out of humor. All this, and heaven too, in the good old days, for \$1350 a year in youth; in middle age, \$2500 had to be stretched to provide an annuity for old age. No wonder the time has come to rethink education for librarianship!

It has interested me very much to speculate about how we got off on this foot in setting up our programs in library schools. And I have wondered if the concept of the library as a sort of factory full of efficient technicians might not have resulted from the industrial revolution that was going on in the United States in the 1880's and 1890's. All education derives its content from the civilization of which it is a part and takes its direction from the demands made upon its educated citizens. Greek education of Plato's time and education in Chaucer's England are two examples of this truth that

at once come to mind. May it not be significant that when formal training for librarianship began to be offered in the two final decades of the last century the country was in a great expansion of technological achievement—steel, railroads, mines, all busy changing our civilization from an agrarian to an industrial economy—and that this development was accompanied by a belief in science as a worker of miracles? Granted that techniques are a by-product of science and not science itself, it is still easy to see how training for librarianship might have sought to correct chaotic muddling in libraries by falling in line with the general emphasis upon technical improvement which was glorified at the time. If that is at all the case, we need not waste time condemning the training provided in the past, when the technical emphasis was inescapable, but only welcome with enthusiasm the changes foretold by such discussions as those in which we are engaged today.

#### *Tribute to Past Librarians*

As we applaud the new approaches being made to recruiting, selecting, and training librarians of the future, let us pause to pay tribute to those trained in the past. Our hearty thanks are due them for the back-breaking load they have carried for the libraries of this country. Whatever fair ideals of librarianship we build into living realities in the future, the work of these past and present librarians, technically trained or not, will be the foundation on which that dream will rest. With all its sins of omission and commission, education for librarianship already has produced a fair share of able people, with a leaven of those who are very able. Let us see to it, then, that in our plans for the future we keep clearly in mind the right earned by the librarians of the present to opportunities to become better ones.

### *Favors Pennsylvania's Plan*

Mr. Hirsch describes an apprenticeship that places responsibility on librarians of scholarship and ability for developing the good raw material on the staff into finished products who will become librarians of distinction. This delights me, since I have long lamented in librarianship the lack of one of the most admirable traits in members of academic faculties: their assumption of responsibility for pulling and pushing their young assistants of promise through the necessary disciplines until these assistants emerge as full-fledged colleagues. More than one dean of a school of librarianship has spoken to me bitterly of sending out from the school able, enthusiastic, keen graduates, only to find these same people in a few years tired, disillusioned, and disaffected. One such dean, a man of more sincerity than urbanity, said while pointing an accusing finger in my direction, "Their backs have been broken by old battle-axes." Well, perhaps here endeth the old battle-ax tradition, and here beginneth a tradition of college and university libraries as the breeding ground of those scholar-librarians who, with or without formal training in schools of librarianship, will be in the future as they have in the past, ornaments to the profession made in the image of such men as Wilberforce Eames and Richard Garnett.

### *Librarians Not Mere Technicians*

Both Mr. Metcalf and Mr. Hirsch, by implication, call for a new definition of what librarians should know in order to do what they should do and be what they should be. This seems to me the crux of the whole thing. If we are not mere technicians—and this whole discussion is predicated on the belief that we are not—then we are educators who believe in education as designed to teach people how to read and who believe that the real university is in-

deed a collection of books. With all our faults and imperfections most of us do know how to read and how to use books. If only we had had the courage of our own convictions and had prepared ourselves as educators, not as technicians, we could by making the library the center of the educational program of the college, have achieved for our institutions most of the important values now being rediscovered elaborately through such devices as honors work, the general examination, and this or that other new plan. The other day I was testing myself by the "Literary I.Q." in the *Saturday Review of Literature* when I came upon the following quotation: "I am well aware that I am the 'umbllest person going. My mother is likewise a very 'umblle person. We live in an 'umblle abode." Perhaps librarians have a touch of Mr. Uriah Heep's philosophy concerning the value of humility. Well, it seems to me time to ask a great deal more of our own scholarship, but at the same time to expect that scholarship to play its part in the renaissance of liberal education in the United States that would result if the libraries we conduct were made the living, breathing part of the educational program they should be.

In illustration of belief in libraries as the verso of the same leaf of which the classroom is the recto, I find very heartening the recent celebration at Yale of the return of the university collections to peacetime use. And I cannot refrain from quoting here a comment on that occasion in the *London Times* which reads:

The relationship between things and ideas constantly engages the attention of the more thoughtful custodians of the former. . . . And Yale's lively sense of the active, as distinct from the merely conservative, function of an institution towards its collections, whether of books or prints or scientific objects, was . . . clearly visible. . . . But the event has a more than merely domestic significance . . . for



Professor Tinker exemplifies in his field that attitude towards things in libraries and museums which Mr. (now Dr.) Ivins has extolled and practised in his—the attitude of a man breathing life into dead bones.<sup>1</sup>

I take it that our in-service programs look to the discovery of the Tinkers and Ivinses of the college and university libraries of the future, who will inevitably be educators rather than custodians.

### *Specialists Need Training*

Mr. Metcalf speaks of the superior recognition "rightly or wrongly" given to librarians specializing in administration. I believe that "wrongly" is the word to apply to the habit that has grown up of glorifying the general administrative work done by the head of a library, and I hope the time will come when the administrator will be the chairman of a group of equals, as the head of an academic department of instruction is now the administrative officer of a group of professors of equal rank. Heartily as I believe in Mr. Metcalf's suggestion, which I assume to mean that university training in theoretical public administration shall be given to librarians who will be the potential directors of libraries, this seems to me less important than the training we provide for our bibliographers, research consultants, subject specialists, and what, for lack of a better term, may be called specialists in the book arts. All librarians doing this latter type of work depend for their worth on a large body of factual knowledge. An administrator, if naturally endowed with common sense, judgment, humanity, and "risk-taking ability," often comes through splendidly without any theoretical instruction at all. This statement is not intended to disparage training in the theory of public administration, which is one of the most promising ideas now at work among us. It can-

not, however, supply native endowment, which is at the heart of administrative success. But no amount of native endowment can provide subject knowledge in music, fine arts, philosophy, and all the other subjects in a liberal arts curriculum, of which knowledge is necessary for successful selection and use of books in support of the educational program of the institution. It is the training of the people who do this sort of work that concerns me, because I believe that as Spinoza was intoxicated by the intellectual love of God, so librarians must be intoxicated by the love of knowledge and of books before they are able really to enter into the heart of the library matter.

We have seen numerous good administrators in libraries who transferred to their posts after being trained as lawyers, teachers, historians, and artists. Even poets have occupied high administrative posts in libraries! But I believe that what we are feeling after in all of these discussions is the humanistically trained man or woman who is book-minded and whom we have failed to educate in sufficient numbers in our schools. For this reason, I disagree with Mr. Danton when he reserves his third or upper level of training for the administrative specialists.<sup>2</sup> For training at the highest level I should like a three-year program of studies arranged to provide excellent knowledge of foreign languages, wide study in two or three related fields, which would provide in graduate work something resembling the undergraduate interdepartmental major, a series of well-developed courses in the book arts, and the whole thing held together by training in what Mr. Hirsch calls *documentation*, or what some of us mean when we say "bibliography." This latter training would be given perhaps by the library of

(Continued on page 160)

<sup>1</sup> *London Times Literary Supplement*, Nov. 9, 1946, p. 556.

<sup>2</sup> Danton, J. P. *Education for Librarianship: Criticism, Dilemmas, and Proposals*. School of Library Service, Columbia University, 1946, p. 26.

## Maps for the College Library

MAPS should be an integral part of a college library, but relatively few librarians have considered them very important. This lack of interest results partly from the peculiar problems of handling and storing maps but even more from a lack of understanding of the nature and function of maps as reference materials. The increased demand for maps in educational work during and since World War II emphasizes the deficiency of map resources in libraries.

As reference and source material in a library, maps have two functions. First, facts about the earth's surface may be recorded on them. Second, and more important because it is an unique characteristic, they are a medium for expressing spatial relationships, especially distance, pattern outlines, and density distributions. The first of these functions may be performed by books also, but in many cases maps are still a more economical medium. A few lines on a map may record what several pages of text would require. In contrast, the second of these functions can be performed by books only in an extremely limited manner. Words may be sufficiently descriptive of a simple pattern, but a complex one in most cases is lost to all except the most imaginative reader. The pictorial aspect of a map expresses to the mind a multitude of spacial facts and relationships at a glance which could not otherwise be comprehended. A map is, therefore, an integral piece of source and reference material in a library.

Maps are used in colleges in three different ways to perform the functions described above: (1) in the classroom as wall maps

and slides, (2) in the laboratory as tools, particularly for geography and geology, and (3) in the library as reference and source materials. The first two uses are wholly within the province of the teacher and classroom, and maps for these purposes should be kept independent from the library. The purpose of this article is to propose to the librarian a method of planning a map collection for the third of these uses within a college.

The reference and source map facilities required by college libraries obviously will vary greatly. The development of an adequate collection, however, can be and should be planned systematically through application of a few simple procedures and principles. The result will be a balanced collection which is tailored to the particular needs of the college and which can be enlarged in an orderly fashion.

### *Determining Factors in Selection*

Four factors should be kept in mind when planning and selecting maps for any library: (1) the areas or parts of the world for which maps or coverage are desired, (2) the types of maps required, (3) the relative intensity of the coverage or scale over any particular area which is deemed necessary, and (4) the date of the material to be depicted. Any one or all four of these factors are limited by the material available. They may be used, however, in the preparation of an outline which will provide for purchases over a period of time.

The first of these factors, the geographic area, is more or less self-explanatory. Ob-

viously one would want maps of the world, the hemispheres, the continents, and major parts of the continents. As the units of area become smaller, a problem of selection arises. For instance, a map of each of the forty-eight states would be desirable, but one of each of the more than three thousand counties might be beyond the scope desired. On the other hand, coverage might be obtained for all counties in the state in which the collection is located. This same reasoning can be applied to a continent or to any other given area. Maps of each of the political units in Africa might be of relatively little value, and, therefore, coverage could be provided by series of maps which cover continental parts made up of several political units. The choice of city maps for a collection provides another example of unit area selection. A representative program might include city maps for all places with more than 1,000,000 population. Additional city plans for all places in Europe and the United States with more than 750,000 and 500,000 population respectively might supplement the world coverage. The basic collection could be supplemented further in various ways by addition of maps covering capital cities, important ports, historical cities, and nearby urban units. The first step is, therefore, the preparation of a list of unit areas for which maps are desired. It will be more valuable as a checklist if arranged systematically and on some regional basis. The larger land units should be broken down successively into smaller units, such as parts of continents, countries, and parts of countries.<sup>1</sup> The extent of the

<sup>1</sup> There are certain advantages in preparing one's own list with the help of an atlas. Several lists, however, are available; see Samuel W. Boggs, "Library Classification and Cataloging of Geographic Material," *Annals of the Association of American Geographers* 37:49-93, June 1939. Also: Samuel W. Boggs and Dorothy C. Lewis, *The Classification and Cataloging of Maps and Atlases*. New York, Special Libraries Association, 1945, p. 96-118. Also: Library of Congress, *Classification Class G: Maps G 3160-9999*. Preliminary draft. Mimeographed pamphlet. Washington, Library of Congress, 1946, p. 5-47.

breakdown will vary with the needs of the particular library. It will be governed by such considerations as the location of the school, the nature of the curriculum, and the types of requests received.

### *Types Needed*

The second factor to consider in planning the collection is the types of maps needed. The great variety of maps available makes the selection process difficult if some classification scheme is not used as a guide. Maps may be divided into two broad groups, general and specialized. A general map is one that shows only such features as are common to most maps. A good illustration is the ordinary atlas map. A specialized map is one that emphasizes some particular feature or is designed for a particular need. Specialized maps may be subdivided into a number of major groups: physical geography, mathematical geography, political geography, economic geography, anthropologic or social geography, biogeography, and historical geography. These relatively comprehensive headings may be further subdivided several times into increasingly specialized units. As examples, the physical and economic geography groups may be subdivided partially as shown below.<sup>2</sup> The breakdowns are not intended to be complete or equally subdivided, but are merely suggestive.

#### Physical Geography

##### Physiography, geomorphology

##### Relief

##### Physical maps, land forms

##### Physiographic regions, physiographic diagrams

##### Physiographic processes

##### Geology

##### Paleontology

##### Hydrography

##### Rivers, river systems, drainage basins

<sup>2</sup> There are several classifications of maps which have been designed for cataloging purposes and which may be used as a basis for planning the specialized needs of a particular library; see Boggs, *op. cit.*, p. 49-93; Boggs and Lewis, *op. cit.*, p. 129-41; Library of Congress, *op. cit.*, p. 48-58.

- Lakes
- Oceanography
  - Submarine topography
  - Movements of sea water
  - Composition of sea water
- Meteorology and climatology
  - Insolation
  - Air temperature
  - Air pressure
  - Atmospheric circulation
  - Atmospheric moisture: precipitation, humidity, fog, drought, etc.
  - Weather forecasting; weather maps
  - Climatology: climatic regions, climatic changes, etc.
- Economic Geography
  - Economic regions
  - Natural resources and their utilization
    - Conservation of natural resources
    - Land utilization
  - Mineral resources and production
  - Agriculture
    - Agricultural regions
    - Agricultural methods
  - Crops and vegetable products
    - Cereals: wheat, rice, corn, etc.
    - Root crops
    - Hay and forage crops
    - Fruits and berries
    - Tree crops: coffee, tea, rubber, etc.
  - Animal resources and animal products
  - Transportation and communication
    - Land transportation
    - Water transportation
    - Communication by wire and wireless

If the groups above and the other major groups were broken down completely to a similar degree, a greater variety in types of maps would be obtained than needed by the average college. Such a detailed classification may be used as a checklist from which to select important types of maps which are desirable. In making the final selection several considerations and procedures should be kept in mind. First, the framework of unit areas chosen can be utilized as a qualifying factor for the extent of the specialized maps purchased. In other words, it is not necessary to order a specialized map of a

given type for each of the unit areas to be represented in the collection. World or continental coverage in a single map sheet may provide sufficient pattern detail or distributional information. In a case where the unit area checklist emphasizes the importance of a given part of the world by the greater extent of the areal breakdown, it is likely that additional special maps covering smaller land areas than continents are desirable. As an example of this reasoning, soil maps of the following areas are suggested as suitable for more general reference requests: the world, Europe, North America, United States,<sup>3</sup> and county soil maps for the state in which the library is located.

### *The Curriculum*

A second consideration in the selection of specialized maps is the content and scope of the curriculum. If the school were an agricultural college, a set of all the published United States county soil maps would be appropriate in the foregoing illustration. Climatic and weather maps of various countries, market analysis and trade area maps, geologic maps, and urban planning maps would be consistent with courses in meteorology, marketing, geology, and city planning. The librarian cannot be expected to be conversant with the nature and scope of these and other highly specialized maps. He should seek advice and ask for specific recommendations from faculty members in various fields. The geographer with his more catholic interest in distributional problems should always be an able adviser, but even he cannot cope with advanced and specific problems of the geologist, as, for example, detailed mine plans and subsurface geologic maps of the Bolivian tin district.

The scope and technical character of spe-

<sup>3</sup> U.S. Department of Agriculture. *Atlas of American Agriculture, Pt. III, Soils of the United States*, by C. F. Marbut. Washington, Government Printing Office, 1935.



cialized map material is illustrated in the foregoing paragraphs. Unfortunately, faculty members are not always mindful of their own needs. The librarian, however, can insure to a certain extent the balance and the ability of the map collection to meet most requirements. Without hesitation he should obtain world, continental, and United States coverage, showing the pattern and distribution of the basic natural and cultural (man-made) features of the earth's surface. As a minimum, this would include maps of climate, earth materials (geologic, economic, minerals, and soils), water and biotic resources, population (including race, religion, and language), types of productive occupation (agriculture and manufacturing), transportation and communication facilities, and trade. Beyond these basic materials, he may provide a framework within which to purchase supplementary material by developing a generalized program of subject and areal content with appropriate faculty representatives.

#### *Intensity of Coverage*

The third consideration, the relative intensity of the coverage, is closely allied and intimately related to the first two factors. Intensity of coverage is expressed by scales, both by their variety and size. The amount of information which may be compressed into a map depends for the most part on its scale. It is evident, therefore, that the larger the scale, the more detailed is the information which may be shown. As the area becomes smaller and the size of the map sheet remains the same, the scale of the map naturally increases. Further increase in scale with a constant sheet size results in an increase in the number of sheets necessary to cover a given unit area. The key character of a map is thus closely related to its scale. When the scale is large the information shown is detailed and spe-

cific, and the map is concrete. When the scale is small, the map loses its concrete character and becomes more or less abstract in form.

The scale factor, because of this bearing on the character and, therefore, the utility of a given map, should be used to modify and refine further the checklists of unit areas and subjects described previously. Maps may be divided into three broad groups according to scale: small, medium, and large. Small-scale maps are those whose fractional representation, or ratio between a given distance on the map and that same distance on the earth's surface, is small. For our purposes small-scale maps may be considered to have a scale smaller than 1:1,000,000 and large-scale maps larger than 1:30,000 with the intermediate scales representing the medium-scale maps. For areas and subjects determined to be relatively unimportant and for which requests are limited to a general character, small-scale maps will meet most requirements. Medium-scale maps fulfil the need for (1) greater areal detail in general coverage and (2) greater pattern and distributional information of phenomena depicted on specialized maps. Further control of the coverage intensity is possible through selection of several scales of increasing size within this group. Large-scale maps are essentially plans in the detail depicted, and their use is limited to such needs.

#### *Date*

The last factor to consider in designing the map program is the date of the material to be depicted. Except where the historical element is involved, the map of any area or particular subject with the latest date is desired. In time, these maps in turn will provide a record of the past. This raises the question as to when a map should be replaced by a new one or by a later edition.

No standard rule can or should be applied. Each situation should be weighed on its own merits. Several principles, however, are helpful. First, maps which depict mainly natural features are subject to relatively little change. Maps more than fifty years in age may be satisfactory. Exceptions exist where new maps incorporate surveys which use improved mapping and cartographic methods, or are the result of additional information and advancement in a specialized field. Second, the rate of change in cultural features depicted varies considerably from region to region. Replacement of editions would be far less frequent for an area such as western Europe where roads, railroads, and other cultural patterns are relatively stabilized compared with parts of the United States. Therefore, replacement policies should be conditioned to the inherent characteristics of the area or type of material involved.

A word of caution is appropriate to the uninitiated concerning dates on maps. They are often misleading as compared to book dates because of differences in production techniques. The date given may be that of survey, compilation, revision, publication, reprint, or edition. Distinction among the above dates is subject to variable practice. In addition, commercial publishers, fearing their maps will be outdated too rapidly, commonly use coded dates. The date on a map, therefore, may not be indicative of the composite textual information depicted. It is well to remember that a reprint, which may be labeled as a new edition, normally involves only minor changes which can be made directly on press plates. Furthermore, the compilation date on one map may be later than that of a second one, but both maps may be based on source material of the same date. There is no simple solution, but experience and careful comparison of similar sheets will show some of the differences

among leading map agencies.<sup>4</sup>

Planning the procurement of material where the historical element is involved is a more difficult problem. The high cost of old maps, in many cases without justification, limits their collection by many libraries. For this reason, clear objectives and a concise program should be formulated which meets the institution's needs before purchases are begun. The objective may be merely to show the record of cultural changes for a portion of the United States, before and after certain critical periods or at intervals of ten years. The latter is valuable to the historian in statistical work where minor civil divisions have changed through the years. On the other hand, the objective may be to show political development of an area or steps in the progress of cartography. Collecting of maps as museum pieces is not within the province of the average college library. An exception is the preservation of local map material which otherwise might be lost.<sup>5</sup>

### *Reproductions*

Many of the historical needs of the college library can be fulfilled by reproductions. There has been an increasing number of facsimile reproductions both in single sheets and portfolios. Famous and important historical maps of the whole and parts of the world, Europe, and the United States have been reproduced both here and in Europe. There exist also several compilations of materials into historical atlases which bridge gaps not covered by original maps and which can take the place of expensive and rare items. A study of the problem will help in the preparation of a sound program and

<sup>4</sup>A detailed study of dating practices by several national surveys was made during the war by the Army Map Service, Corps of Engineers, U.S. Army. The information has not yet been published.

<sup>5</sup>An outstanding example is that of county atlases. Although large numbers of them were published in the latter half of the nineteenth and early twentieth centuries, the mortality among them has been high, and librarians have given them little attention.

will pay for itself many times in this field.

The program which has been outlined in the previous paragraphs will appear to the librarian familiar with books as too dogmatic and lacking in selective comparison. He will feel that such a program does not call for, or permit, sufficient evaluation of individual items. The answer lies in some of the inherent differences between maps and books. The great bulk of the maps published (large- and medium-scale topographic surveys) are issued by government agencies. The cost of field survey and publication makes their issuance prohibitive except by governments. Rarely are surveys duplicated. There is no competitive choice among items. In addition, topographic surveys are made according to certain scientific principles and are drafted according to standard specifications and symbols. They are designed to meet fixed values of accuracy, and variation in the end-products is strictly limited. If duplicating surveys exist, the selection among them may be, with some exceptions, more or less mechanical. It often will be decided by conditions other than those intrinsic to the map texts.

Compiled maps and many specialized maps (especially those on small scales), compared to field-surveyed maps, are subject to greater variation. The final products may express to a considerable extent the opinion and interpretation of the compiler. However, the degree to which this is possible is still less than among books in the same

field. Similarly, the limitations in style are greater for maps than for books. A trick of map publishers illustrates these points concretely. Commercial firms commonly place an error of small importance within the map text to prevent direct copying of their product.

### *Summary*

In summary, maps are a means of expressing certain facts which can be observed and measured. Their areal pattern and distribution are indicated by lines and conventionalized symbols with limited flexibility. As a medium of presenting ideas and information, they are less subject to personal judgment, delicate differences, and personal style than books. The librarian's first problem is to obtain professional help in outlining a program which satisfies the institution's requirements. The scope and content of the program can be stated in terms of the factors discussed: area, subject, scale, and date depicted.<sup>6</sup> The librarian can make the necessary acquisitions within this framework. The problems of selection or choice among items available will be relatively few with this framework as a guide. His more serious problem will be the sources from which he can acquire maps which meet the specifications prescribed.

<sup>6</sup> A sample of such a program is illustrated by examples given for certain areas in a previous paper by the author. Specific titles need not be used as in these examples, however. See Edward B. Espenshade, Jr. "Building a Collection of Maps." *Bulletin of the American Library Association* 30:206-15, April 1936, pt. 2.

## New Periodicals of 1946—Part II

THE ARRIVAL of new periodicals from Europe was a noticeable fact discovered through the examination of new publications received in the Library of Congress during the second six months of 1946. They came from Paris, Berlin, Salerno, Bucharest, and other cities, and the subjects ranged from music to technology. By comparison, production in the United States seemed to dwindle. Here, medicine headed the list, leading off with four promising new journals.

### *Music and the Theatre*

*Contrepoints*, a monthly review of music, was begun in Paris, and *Nuestra Música*, a bimonthly, appeared in Mexico. Both contain critical essays on composers, musical forms, and trends in musical development, and neither was limited to subjects of their own nation exclusively. *Nuestra Música* is under the supervision of Carlos Chávez, Blas Galindo, and others. *Le Magasin du Spectacle*, from Paris, *Teatro*, from Rome, *Theater der Zeit*, from Berlin, and *Theater Today*, from London, all have the theatre and cinema for their subjects and treat them in rather similar ways. Through articles and photographs, *Le Magasin du Spectacle* plans to record and interpret the art of the present-day stage and the work of its actors. *Teatro* and *Theater der Zeit* have articles on the theatre in foreign as well as their own countries. *Theater Today* is interested in the art of acting and the art of writing for the stage and painting and music in the theatre. Its editors seek to establish standards of comparison for the theatre from the study of foreign productions. In our own

country, there is *Footlights*, a periodical devoted to the community and little theatre of America.

### *Art*

A new American journal devoted to art deserves mention. *Critique, a Review of Contemporary Art* is published monthly, October through May, in New York. It is devoted to the criticism of modern art, painting, sculpture, architecture, and motion pictures. Articles by artists, scholars, and critics, book reviews, and calendars of exhibitions make up its content.

### *Classical Antiquities*

A new journal in the field of classical antiquities appeared in Salerno. *Antiquitas; Rivista Trimestrale di Antichità Classica*, with Riccardo Avallone as director, has for the subject of the first issue, the linguistics and literature of classical Rome.

### *Literature*

Nothing especially notable in the field of literature appeared except perhaps *Soviet Literature*, published in Moscow (also published in German as *Sowjetliteratur*). It consists of English translations of Russian writings, articles by prominent Russian writers, critics, and journalists on books and writers, reviews of books published in the Soviet Union, and notes on the Russian theatre. *Murphy's Tavern*, a "little magazine" of short stories and poems by new American writers was started in Boston. The undergraduates at Johns Hopkins University started *Lit, Literary Magazine of Johns Hopkins University*. From Graz



there came a new monthly entitled *Austria*, the subtitle of which "die Welt in Spiegel Österreichs, Zeitschrift für Kultur und Geistesleben" explains its scope and possibly a tendency to propagandize.

### Bibliography

*The Australasian Book News and Library Journal*, published in Sydney, includes book reviews and critical annotations, critical articles on literary subjects, and a list of books published in Australia and deposited in the national library in accordance with the copyright law. *Ínsula; Revista Bibliográfica de Ciencias y Letras*, from Madrid, also has articles on literary subjects, reviews and notes on Spanish and some foreign books, and lists of new publications with trade information. *Mondo Gráfico; Rassegna Italiana del Libro e della Stampa*, from Rome, is a similar publication for new Italian books. A list which librarians will find extremely useful is *Science and Technology; A Record of Literature Recently Added to the Carnegie Library of Pittsburgh*. This is a classified list with decimal classification numbers and is a reprint of material prepared for the card catalogs of the library.

### Library Science

The librarians of India have begun the publication of the *Indian Librarian*, at Lahore, by means of which they "aim at promoting library service and librarianship in India by providing counsel, guidance, and leadership in matters pertaining to or affecting library development throughout the country." In the first issue such subjects as library literature in future India and books for the young were discussed.

### Science and Technology

A publication from Paris entitled *Atomes; tous les Aspects Scientifiques d'un*

*Nouvel Age*, as the subtitle would indicate, covers a variety of subjects besides atomic energy. Penicillin, radar, television, rockets, etc., are treated in a popular style. Also in a popular style is *Weather, a Monthly Magazine for All Interested in Meteorology*, published in London by authority of the Royal Meteorological Society. This magazine "hopes to reach the fellows of the society who have expressed a desire for comments on current events, but also the wider public which nowadays increasingly demands some subject of universal interest as a recreation for the mind. In Britain no subject fulfils this requirement better than the weather, whose vicissitudes are always with us to give us food for thought." Two journals more scholarly in style are *Geographica Helvetica; Schweizerische Zeitschrift für Länder- und Völkerkunde* from Zurich and *Zeitschrift für Naturforschung* from Wiesbaden. *Geographica Helvetica*, consisting of articles on geographical and ethnographical subjects, is published by the Geographisch-Ethnographische Gesellschaft of Zurich. It supersedes that society's *Mitteilungen* and *Schweizer Geograph*, published by the Geographische Gesellschaft, Bern, and the Société de Géographie, Geneva. *Zeitschrift für Naturforschung* aims to publish the results of research being conducted in Germany and elsewhere in the fields of physics, chemistry, and biology. From Paris there is *Houille, Minerais, Pétrole*, a new bimonthly review on economic geology. Published in Washington, *Air Affairs; An International Quarterly Journal* plans "to study the development of aviation in the broadest possible manner so that its potentialities can be used to the fullest extent for the advancement of the human race." Not only the opinions of aeronautical experts but also opinions of academicians and professional persons not engaged in aviation but who are trained in estimating the effects of new inventions will be sought. *Petroleum*

*Processing of Crude Petroleum and Natural Gas for Fuels, Lubricants, and Petrochemicals*, published monthly in Cleveland, was formerly issued as the technical section of *National Petroleum News*.

#### *The Press*

*Études de Presse*, published by the Centre d'Études Scientifiques de la Presse in Paris, has for its purpose the scientific study of the press, especially freedom of the press. Articles on the English and on the Soviet press and on Belgian journalists indicate something of the scope of the journal.

#### *Medicine*

Two new medical journals with similar purpose, namely, to keep practitioners abreast of the results of research being conducted in medical clinics and laboratories, have appeared. On the postgraduate level there is *The American Journal of Medicine*. This is published monthly in New York under the editorship of Alexander B. Gutman, assistant professor of medicine in the Columbia University College of Physicians and Surgeons. *The American Practitioner*, published by the J. B. Lippincott Company under the supervision of an editorial board made up of medical school professors, is intended to keep the physician informed who does not have direct contact with the teaching centers and the research being carried on there. Plastic surgery, which received incentive during the war, is represented by a new bimonthly, *Plastic and Reconstructive Surgery*, published by the American Society of Plastic and Reconstructive Surgery. The American Academy of Dental Medicine is publishing the *Journal of Dental Medicine* to correlate the technical and biologic phases of dentistry which have within the past few years become more closely integrated.

#### *Minorities*

As usual, there appeared a number of new periodicals devoted to improving the status of small groups of people. The Croatians, Hungarians, and Rumanians began such publications. *The American Croatian Historical Review*, published in Youngstown, Ohio, wants "to call to the attention of the American people the noble deeds of our early Croatian and Slav missionaries who labored on this continent long before the U.S. was organized and founded" and "to show what contributions Croatians and Slav peoples have made toward the progress of America." *New Hungary*, a *Fortnightly Review of South-Eastern Europe*, published in Budapest, is the English edition of *Uj Magyarorszá*g, which appears weekly in Hungarian. The editors intend to give the world-at-large a true account of political, social, and economic events in Hungary. *The Rumanian Review*, published in Bucharest, plans to do the same for the political, economic, social, literary, artistic, and scientific life of Rumania. *The Italian Post*, published in Rome, "hopes to become a link between democratic Italy and all English-speaking nations." It purports to inform the world what Italy thinks about current affairs and of its difficulties and successes on the road to reconstruction.

#### *Political Science*

Clarence Streit has begun the editing in Washington of *Freedom & Union; Journal of the World Republic*. This publication aims to inform concisely on important facts and trends in the field of world problems and world government. It will report diverging and conflicting views by discussion and digest, give the views of its own staff, and thus try to bring the world nearer to the reader. Articles in the first issues are signed, some are illustrated. *Plain Talk*,

a publication from New York, seems to have for its purpose the fight against Communism, Fascism, and Totalitarianism. It will "provide information nowhere else available, gathered by experts, as ammunition in the fight against every form of modern tyranny." *Tax Outlook; Toward Better Government Through Citizen Understanding* is fighting for a balanced budget and against high taxes. *United Nations News; The Journal of the United Nations Association*, published in London, presents

the British point of view on the United Nations and world affairs.

### Recreation

In the field of recreational literature several new publications were received which are designed to interest sportsmen, persons planning trips and vacations, collectors of stamps, antiques, prints, etc. Of these, *Basketball Magazine* and *Travel & Camera*, for basketball and travel enthusiasts, are noteworthy.

## Periodicals

- Air Affairs*. Air Affairs, Inc., 1829 G St., N.W., Washington 6, D.C. v. 1, no. 1, September 1946. Quarterly. \$5.
- Austria*. "Austria" Zeitschrift, G.M.B.H., Steirische Verlagsanstalt, Schönaugasse 64, Graz. v. 1, no. 1, May 1946. Monthly. \$ 2.50.
- The American Croatian Historical Review*. The Croatian Historical Research Bureau, Room 211, Knights of Columbus Building, Youngstown 3, Ohio. v. 1, no. 1, July 1946. Monthly. \$3.
- The American Journal of Medicine*. Yorke Publishing Co., Inc., 49 W. 45th St., New York City 19. v. 1, no. 1, July 1946. Monthly. \$10.
- American Practitioner*. J. B. Lippincott Co., 227-231 S. 6th St., Philadelphia. v. 1, no. 1, September 1946. Monthly. \$10.
- Antiquitas*. Via Indipendenza 92, Salerno. v. 1, no. 1, January-March 1946. Quarterly. L 1000.
- Atomes*. 37 Rue Caumartin, Paris. no. 1, March 1946. Monthly. 300frs.
- The Australasian Book News and Library Journal*. F. H. Johnston Publishing Co., Pty., Ltd., 34 Jamieson St., Sydney. v. 1, no. 1, September 1946. Monthly. 15s.6d.
- Basketball Magazine*. Basketball Magazine Co., 134 State St., Hammond, Ind. v. 1, no. 1, November 1946. Monthly. \$2.40.
- College and University Business*. The Nation's Schools Publishing Co., Inc., 919 N. Michigan Ave., Chicago 11. v. 1, no. 1, July 1946. Monthly. Price not given.
- Contrepoints*. Édition de Minuit, 41 Rue Saint-Placide, Paris. no. 1, January 1946. Monthly. 270frs. per 6 mo.
- Critique*. 225 E. 82d St., New York City. v. 1, no. 1, October 1946. Monthly. \$2.50.
- Études de Presse*. Centre d'Études Scientifiques de la Presse, 1 Avenue Silvestre-de-Sacy, Paris 7. v. 1, no. 1, February 1946. Monthly. 600frs.
- Footlights*. American Theatre Association, Inc., 161 W. Wisconsin Ave., Milwaukee 3. v. 1, no. 1, July 1946. Monthly. \$2.50.
- Freedom & Union*. Federal Union, Inc., 700 9th St., N.W., Washington 1, D.C. v. 1, no. 1, October 1946. Monthly. \$4.
- Geographica Helvetica*. Zentralbibliothek, Tauschstelle der Geographisch-Ethnographischen Gesellschaft, Zurich 1. v. 1, no. 1, January 1946. Quarterly. 8frs.
- Howille, Minerais, Pétrole*. J. B. Baillié & Fils, 19 Rue Hautefeuille, Paris 6. no. 1, January-February 1946. Bimonthly. 400frs.
- Indian Librarian*. P.O. Forman College, Lahore, India. v. 1, no. 1, June 1946. Quarterly. \$3.
- Insula*. Carmen 9, Madrid. v. 1, no. 1, January 1946. Monthly. 16 ptas.
- The Italian Post*. 58 Via Crescenzo, Rome. v. 1, no. 1, June 1946. Monthly. \$1.
- Journal of Commerce Import Bulletin*. Journal of Commerce, 53 Park Row, New York City 15. v. 1, no. 1, Aug. 19, 1946. Weekly. \$25.
- Journal of Dental Medicine*. American Academy of Dental Medicine, 4 E. 41st St., New York City 17. v. 1, no. 1, October 1946. Quarterly. \$3.
- Lit, Literary Magazine of the Johns Hopkins University*. Johns Hopkins University, Baltimore. no. 1, Spring 1946. Frequency not given. \$.25 per issue.
- Le Magasin du Spectacle*. Édition Robert Laffont, 30-32 Rue de l'Université, Paris. no. 1, May 1946. Monthly. 1040frs.
- Mondo Grafico*. Viale Regina Margherita 1, Rome. v. 1, no. 1, March 1946. Monthly. L 700.
- Murphy's Tavern*. Murphy's Tavern Press, Inc., 36 Joy St., Boston 14. v. 1, no. 1, Summer 1946. Quarterly. \$1.
- New Hungary*. 10 Honvéd-utca, V, Budapest. v. 1, no. 1, Apr. 15, 1946. Biweekly. Price not given.
- Nuestra Música*. Avenida Juárez 18, Mexico. v. 1, no. 1, March 1946. Bimonthly. \$2.50.
- Petroleum Processing*. National Petroleum Publishing Co., 1213 W. 3d St., Cleveland 13. v. 1, no. 1, September 1946. Monthly. \$3.
- Plain Talk*. 240 Madison Ave., New York City 16. v. 1, no. 1, October 1946. Monthly. \$3.
- Plastic and Reconstructive Surgery*. Williams and Wilkins Co., Mount Royal and Guilford Ave., Baltimore 2. v. 1, no. 1, July 1946. Bimonthly. \$6.
- Rumanian Review*. Calea Victoriei 141, Bucharest. no. 1, May 1946. Monthly. Price not given.
- Science and Technology*. Carnegie Library of Pittsburgh, 4400 Forbes St., Pittsburgh 13. v. 1, no. 1, January-March 1946. Quarterly. \$1.
- Soviet Literature*. Foreign Languages Publishing House, P.O. Box 527, Moscow. no. 1, January 1946. Monthly. \$2.50.
- Tax Outlook*. Tax Foundation, Inc., 39 Rockefeller Plaza, New York City 20. v. 1, no. 1, October 1946. Monthly. \$2.
- Teatro*. Corso V. Emanuele 21, Rome. no. 1, February 1946. Monthly. L 1000.
- Theater der Zeit*. Bruno Henschel und Sohn, Berlin. v. 1, no. 1, July 1946. Frequency not given. Mk. 1.50 per single issue.
- Theater Today*. Fore Publications, Ltd., 28-29 Southampton St., London, W.C. 2. no. 1, 1946. Frequency not given. 2s. per issue.
- Travel & Camera*. U.S. Camera Publishing Corp., 420 Lexington Ave., New York City 17. v. 1, no. 1, August 1946. Monthly. \$3.75.
- United Nations News*. United Nations Association, 11 Maiden Lane, London, W.C. 2. v. 1, no. 1, April 1946. Frequency not given. 3d. per issue.
- Weather*. 49 Cromwell Road, London, S.W. 7. v. 1, no. 1, May 1946. Monthly. 18s.
- Zeitschrift für Naturforschung*. Dieterich'sche Verlagsbuchhandlung, Wiesbaden. v. 1, no. 1, January 1946. Monthly. No set price.

## Significant Early Documents of the Specialized Agencies Related to the United Nations

THE Economic and Social Council of the United Nations, at its final meeting in London on Feb. 18, 1946, set up, together with other commissions and committees, a negotiating committee of twelve members to study methods of bringing the International Labour Organization, the Food and Agriculture Organization, the World Bank and Fund, and UNESCO into relationship with the United Nations and to work out preliminary draft agreements with these agencies. The draft agreements were submitted to the second session of the Economic and Social Council which opened at Hunter College on May 25, 1946.

The International Labour Conference, at its twenty-seventh session, adopted on Nov. 5, 1945, an instrument for the amendment of the Constitution of the International Labour Organization, enabling it to establish a cooperative relationship with the United Nations. The text may be found in the *Official Bulletin of the International Labour Office*, v. 28, Dec. 15, 1945, p. 1-4.

The other three agencies have in their constitutions special clauses providing for a relationship with the United Nations.

### *Food and Agriculture Organization of the United Nations (F.A.O.)*

F.A.O. was the first of the new permanent United Nations organizations. It was originally planned at the United Nations Conference on Food and Agriculture at Hot

Springs, Va., from May 18 to June 3, 1943. The first step was the setting up of an Interim Commission on Food and Agriculture, July 15, 1943, for the purpose of formulating and recommending for consideration by all member governments a specific plan for a permanent organization in the field of food and agriculture.

The original documents of the Hot Springs Conference were in the form of loose mimeographed papers, not for general circulation. The final act and relevant documents were published in the United States as:

*United Nations Conference on Food and Agriculture, Hot Springs, Virginia, May 18-June 3, 1943. Final Act and Section Reports.* Washington, Government Printing Office, 1943. 59p. (Department of State Publication, 1948, Conference Series 52.)

In Great Britain, the final act and accompanying documents were issued in two separate publications as:

*Final Act of the United Nations Conference on Food and Agriculture.* London, H.M. Stationery Office, 1943. (Cmd. 6451.)

*United Nations Conference on Food and Agriculture. Section Reports on the Conference.* London, H.M. Stationery Office, 1943. (Cmd. 6461.)

After a year's work, the interim commission completed the draft of a constitution for the Food and Agriculture Organization of the United Nations. This, together with a detailed report on its activities, was sub-



mitted in the following form to each of the forty-four governments represented at the Hot Springs Conference:

*First Report to the Government of the United Nations by the Interim Commission on Food and Agriculture.* Washington, Aug. 1, 1944. 55p.

On Dec. 14, 1944, the British Government accepted this constitution. The text of its instrument of acceptance, together with the text of the constitution itself and, as an appendix, the first report of the interim commission, were published as:

*Documents Relating to the Food and Agriculture Organization of the United Nations, 1st August-14th December 1944.* London, H.M. Stationery Office, 1945. 42p. (Cmd. 6590.) Miscellaneous No. 4 (1945)

By May 30, 1945, twenty-two nations had accepted the constitution, making it possible for the organization to come into existence. The interim commission carried out its final function before being automatically dissolved upon the coming into being of F.A.O.; it convened the first plenary session of F.A.O. at Quebec City in Canada, Oct. 16, 1945.

Five technical committees of the interim commission had, in the meantime, conducted research on agricultural production, nutrition and food management, forestry, fisheries, and statistics respectively and submitted the results of their findings in the form of reports to the Quebec Conference:

*Five Technical Reports on Food and Agriculture, Submitted to the United Nations Interim Commission on Food and Agriculture by Its Technical Committees on Nutrition and Food Management, Agricultural Production, Fisheries, Forestry and Primary Forest Products, Statistics.* Washington, D.C., Aug. 20, 1945. 313p. Issued also in five separate parts.

Other documents distributed to member governments at the time of the Quebec Conference were:

*Second Report to the Governments of the*

*United Nations by the Interim Commission on Food and Agriculture.* Washington, D.C., July 15, 1945. 3p.

This contained recommendations concerning the future of the International Institute of Agriculture in Rome.

*Third Report to the Governments of the United Nations by the Interim Commission on Food and Agriculture, Transmitting the Report of the Technical Committee on Forestry and Primary Forest Products.* Washington, D.C., Apr. 25, 1945. 47p.

*The Work of FAO: A General Report to the First Session of the Conference of the Food and Agriculture Organization of the United Nations, Prepared by the Reviewing Panel and Circulated to Members of the Interim Commission by the Executive Committee.* Washington, D.C., Aug. 20, 1945. 57p.

The conference lasted from Oct. 16 to Nov. 1, 1945. Two commissions, A and B, were set up, one technical, comprising the above five committees, the other administrative. The principal documents of the conference were the journal and the final reports of these two commissions, which were unanimously adopted. There were, in addition, a large number of other papers, including reports of meetings of subcommissions, all of them mimeographed. These were not available for general distribution. The commission reports, together with a number of other documents, were published later by F.A.O. as:

*First Session. Conference of the Food and Agriculture Organization of the United Nations. Journal.* v. 1, no. 1-15, Oct. 16-Nov. 1, 1945. Quebec City, Canada, 1945.

Food and Agriculture Organization of the United Nations. *Report of the First Session of the Conference, Held at the City of Quebec, Canada, October 16 to November 1, 1945, Containing the Reports of Commission A (Policy and Program) and Commission B (Organization and Administration) with Supplementary Data Relating to Resolutions and Recommendations, the Budget, Rules of Pro-*

cedure, Financial Regulations, and the Constitution. Washington, January 1946. xxi, 89p., in double columns.

In Great Britain, these documents were published as:

*Documents Relating to the First Session of the Food and Agriculture Conference of the United Nations, Quebec, Canada, 16th October-1st November, 1945.* London, H.M. Stationery Office, January 1946. 62p. (Cmd. 6731.) Miscellaneous No. 3 (1946)

There is also available from F.A.O. a limited number of copies of a made-up volume entitled *Basic Documents of F.A.O.*, at \$2.50 per copy, containing the following documents:

*Report of the First Session of the Conference, Held at the City of Quebec, Canada, October 16 to November 1, 1945.*

FAO Conference. First session. *Draft: Provisional Program of Work for the First Session.* Washington, Aug. 4, 1945.

United Nations Interim Commission on Food and Agriculture. *The Work of FAO.* [Washington, Aug. 20, 1945.]

*Third Report to the Governments of the United Nations by the Interim Commission on Food and Agriculture.* Washington, Apr. 25, 1945.

*Second Report to the Governments of the United Nations by the Interim Commission on Food and Agriculture.* Washington, July 16, 1945.

*First Report to the Governments of the United Nations by the Interim Commission on Food and Agriculture.* Washington, Aug. 1, 1944.

United Nations Conference on Food and Agriculture, Hot Springs, Va., May 18-June 3, 1943. *Final Act and Section Reports.* Washington, 1943.

At Quebec a resolution was adopted calling for the taking over by F.A.O. of the library, archives, and properties of the International Institute of Agriculture in Rome, the Centre International de Sylviculture, and the Comité International du Bois.

It was further decided that English, French, Spanish, and Russian were to be the official languages, with English and French to be used in debates and documents.

During the first part of April 1946 F.A.O. held a meeting in London of a panel of experts from various international and regional organizations for consultation in connection with the setting up of permanent services in the field of statistics, scientific abstracting, library service, and bibliographic information.

Additional early publications of F.A.O. which have been widely circulated are:

*FAO Information Service Bulletin*, no. 1, Dec. 3, 1945; no. 2, Apr. 2, 1946. Irregularly issued.

*FAO, Cornerstone For a House of Life* by Gove Hambidge. [Washington, 1946.] 24p.

*Facts about FAO.* Washington, D.C., Apr. 12, 1946. 7p.

#### *Bretton Woods Agreements*

The United Nations Monetary and Financial Conference at Bretton Woods, N.H., July 1-22, 1944, attended by experts of forty-four nations, dealt with machinery for currency stabilization and to provide long-term credit for permanent reconstruction and the development of untapped productive resources. For this purpose, draft constitutions for an international monetary fund and for a bank for reconstruction and development were drawn up. Each of these bodies is to be headed by a board of governors composed of representatives of all the member countries and a board of executive directors of whom there are to be always at least twelve, with five of their number to represent the five members having the largest national quotas.

The original documentation of the Bretton Woods Conference consisted of over five hundred separate mimeographed papers,

comprising in addition to reports of meetings and technical papers submitted, the following:

*Journal of the United Nations Monetary and Financial Conference.* Bretton Woods, N.H., no. 1-22, July 1-22, 1944. Mimeographed.

The only printed document of the conference was:

United Nations Monetary and Financial Conference. *Officers of the Conference, Members of the Delegations, Officers of the Secretariat.* Revised to July 9. Bretton Woods, N.H., July 1944. 32p.

These were available only to delegations and their staffs. The text of the final agreements was issued in the United States as:

*Articles of Agreement: International Monetary Fund and International Bank for Reconstruction and Development, United Nations Monetary and Financial Conference, Bretton Woods, N.H., July 1 to 22, 1944.* Washington, D.C., U.S. Treasury [1945]. 89p.

United Nations Monetary and Financial Conference, Bretton Woods, N.H., July 1 to July 22, 1944. *Final Act and Related Documents.* Washington, Government Printing Office, 1944. 122p. (Department of State Publication 2187, Conference Series 55.)

In an effort to win support for United States participation in the fund and the bank, the U. S. State Department and Treasury, besides reprinting various statements made by officials in support of the measure, issued the following pamphlets, which are available free:

*Conference at Bretton Woods Prepares Plans for International Finance* by John Parke Young. Washington, Government Printing Office, 1944. 28p. (Department of State Publication 2216, Conference Series 57.)

U.S. Treasury. *The Bretton Woods Proposals.* Washington, D.C., Feb. 15, 1945. 13p.

— *The Bretton Woods Proposals. Questions and Answers on the Fund and Bank.* Washington, D.C., Mar. 15, 1945. 16p.

— *Charts Relating to the Bretton Woods Proposals* [Washington D.C.] Apr. 30, 1945. 18p. and charts. Oblong.

The British Government, in the meantime, published the documents relating to the Bretton Woods Conference as:

United Nations Monetary and Financial Conference, Bretton Woods, N.H., U.S.A., July 1 to July 22, 1944. *Final Act.* London, H.M. Stationery Office, 1944. 70p. (Cmd. 6546.)

United Nations Monetary and Financial Conference, Bretton Woods, N.H., U.S.A., July 1 to July 22, 1944. *Documents Supplementary to the Final Act.* London, H.M. Stationery Office [1945] 24p. (Cmd. 6597.)

The agreements became operative Dec. 27, 1945, only a few days before the deadline set at Bretton Woods, when twenty-nine countries representing 65 per cent of the total quotas allotted by the agreements for the bank and the fund had ratified the Bretton Woods instrument. The United States, as the largest contributor, then called a preparatory conference for setting up the organization for the world fund and bank at Wilmington Island, Savannah, Ga., which lasted from March 8 to 18, 1946. Two full sessions of the boards of governors were held.

A journal was issued during the conference, but of the conference documents, only the following have come to hand so far:

World Fund and Bank. *Inaugural Meeting.* [Savannah, Ga.] *Fund Documents 1-30.* [n.p., 1946] Mimeographed.

## UNESCO

At the invitation of the British Government, representatives of forty-four United Nations met in London from Nov. 1 to 16, 1945, to discuss the adoption of a draft constitution for educational and cultural collaboration between the United Nations. This document had been prepared by the

Conference of Allied Ministers of Education in cooperation with United States educational authorities. The text of the draft constitution may be found in:

*Proposed Educational and Cultural Organization of the United Nations*, Washington, Government Printing Office, 1945. 27p. (Department of State Publication 2382.)

The London Conference ended on November 16 with the adoption of the draft constitution of UNESCO, whereby the signatories pledged themselves to collaborate in the advancement of mutual knowledge and understanding of peoples; to give fresh impulse to popular education and to the spread of culture; and to maintain, increase, and diffuse knowledge. The organization was formally established in November 1946, when the first general conference was held in Paris.

The early documents of the United Nations Conference for the Establishment of an Educational and Cultural Organization were in the form of mimeographed papers, solely for the use of the delegations. The final documents comprise the final act, the constitution of the United Nations Educational, Scientific, and Cultural Organization, and an instrument establishing a preparatory educational, scientific, and cultural commission, also several resolutions. They were issued in the United States as:

*"the defenses of peace": Documents Relating to UNESCO, the United Nations Educational, Scientific, and Cultural Organization.*

Pt. I. Washington, Government Printing Office, 1946. 31p. (Department of State Publication 2457, Conference Series 80.)

And in Great Britain as:

*Final Act of the United Nations Conference for the Establishment of an Educational, Scientific, and Cultural Organization.* (With related documents.) London, Nov. 16, 1945. London, H.M. Stationery Office, 1945. 25p. (Cmd. 6711.) Miscellaneous No. 16 (1945)

### UNRRA

UNRRA is a wartime agency established by virtue of an agreement signed in Washington Nov. 9, 1943, by representatives of forty-four countries. Its purpose is limited strictly to relief and immediately needed rehabilitation, not long-term reconstruction.

Due to UNRRA's temporary character, an organic connection with the United Nations is not possible at this stage, but there is nevertheless close cooperation. The publications of UNRRA have been fully described by Olive L. Sawyer in an article entitled "Information Please, on UNRRA," which appeared in *The Booklist*, July 15, 1945, p. 328-31.

All the more important early publications by and about UNRRA will be found in:

*Selected Reading List on United Nations Relief and Rehabilitation Administration, Prepared by the United Nations Information Office in Consultation with the United Nations Relief and Rehabilitation Administration.* New York [1945], a 10-page folder, with its supplement [1946], an 8-page folder.



## A Self-Survey of the University of Alabama Libraries

A SELF-SURVEY sometimes takes the form of investigating one or more processes of a department or it may consist of a study and analysis of the library's complete operations, including an analysis of the book collection, administration, finance, departmentalization, work procedures, and other matters and activities.

In September 1940, when the University of Alabama began a self-survey of its libraries, a special fund was established for the expense of the project and for the purchase of recommended books and periodicals. The survey was conducted by the director of libraries and two specially appointed assistants, with the cooperation of the faculty.

There were two major aims: the first was to describe in detail the titles, types of material, and subjects represented in the university's book collections; the second was to plan a book-buying program for the future, including subject areas of desired emphasis, types of material to be acquired, and specific titles recommended for purchase.

Closely related to the general aims were several other projects. A survey of book markets was to be made to determine the best sources of purchase. A consultation service was to be made available to the faculty to assist in selecting library materials. A new book-ordering procedure and a more adequate system of library records were to be inaugurated.

In order to proceed effectively it was considered necessary to obtain a clear statement of the university's aims and future

program, together with those of the various schools, colleges, and subject departments. These statements would show where emphasis should be placed in the buying program. They would indicate the addition, omission, or strengthening of any major fields of study within schools or departments and would also show at what level any change was likely to occur: undergraduate, graduate, or research. Contact was made with each department head and dean to obtain, if possible, such a statement. Although some of the deans indicated new subject fields that might possibly be added to certain schools and colleges, department heads were more easily able to suggest new courses which would probably be added to their curricula.

The questionnaire sent to deans, department heads, and other policy-determining officials was as follows:

1. What are the aims or objectives which your school or department is trying to achieve in the categories mentioned below:

- (a) In undergraduate teaching?
- (b) In graduate instruction?
- (c) In individual research?
- (d) In extension work or other undertakings?

2. What is the method by which new book orders and periodical subscriptions are determined in your school or department? Are you satisfied with this type of selection? If not, please state criticisms or suggestions.

Broad principles of future university policy were sought from the president and other administrative officials. Since these

principles would necessarily be different and more general than those of the deans and department heads, they could not be formulated as easily. The best information that could be obtained was that the university was embarking on an expanded program of instruction which would probably, in the future, include the doctoral degree. The first thing to be accomplished, however, was to improve facilities for undergraduate instruction and work for the master's degree.

The most important part of the survey was to evaluate the resources of the university libraries and to build up the collection. When the survey was inaugurated, notices were sent to all faculty members inviting them to discuss their needs in the various subject fields with the director of libraries and the survey assistants. Many individual faculty members, department heads, and deans came to the library in response to this invitation. Some departments and schools held faculty meetings to which they asked members of the survey staff to come and discuss their library problems in detail.

A questionnaire was sent to the faculty asking the following:

1. What is your teaching load per week (credit hours)?
2. What research projects are you carrying on?
3. Can you supply us with a list of books cited in all the courses you teach? Do you use a syllabus for each course?
4. What professional literature do you consult regularly?
5. What professional materials do you need which the library does not have?
6. What can the library do to make itself more useful to you individually?
7. What can the library do to make itself more useful to you as a teacher?
8. Do you know of any bibliographies which the library should check for possible purchases?

9. Are you willing to check book catalogs, etc., which the library will supply?

10. Important library holdings (please indicate): *Undergraduate-Graduate-Research*

Some faculty members recommended bibliographies to be checked. For example, one English professor suggested that the library should have every book reviewed in the periodical, *American Literature*, not including books that were listed without being reviewed. The first eleven volumes contained 608 titles, of which the library had 332. The remaining 276 titles have been purchased or are on order and those in subsequent volumes have been obtained.

Another group of bibliographies suggested by the faculty was that on various fields of engineering published by the Engineering Council for Professional Development. The five bibliographies in this series were checked and, of 1335 titles listed, the university owned 575. Many of these titles have been purchased since, so that now the university libraries have more than 50 per cent as compared with 43 per cent when the lists were checked.

From many other bibliographies suggested by the faculty, purchases have been made for titles that were not in the libraries.

In one subject field a more thorough check was made at the request of the department head. The pertinent parts of the shelflist of a large university library, which has one of the largest and best collections on that subject, were microfilmed and slips were typed from the film. It was realized that the University of Alabama would probably never need to duplicate this collection, but the film was obtained so that selections could be made by the department for library acquisition.

In addition to suggesting bibliographies, some of the faculty made intensive studies of their subject fields in a manner similar to those studies made for the Pennsylvania

survey.<sup>1</sup> From these studies they submitted requests.

In addition to the evaluation of the libraries' resources made by the faculty, a few library staff members checked the libraries' holdings in fields of their subject knowledge. Their findings were coordinated with those of the faculty members in the same subject fields.

### *Checked Bibliographies*

To supplement the faculty study, the survey staff checked approximately seventy-five standard and authoritative bibliographies. Some of these were general, such as Shaw's *List of Books for College Libraries and Supplement* and Mohrhardt's *List of Books for Junior College Libraries*. Some were subject bibliographies, such as Crane's *Guide to the Literature of Chemistry*, Scholes' *List of Books about Music in the English Language*, Altsheier's *National History Index-Guide*, Bentley's *Bibliography of Works on Accounting by American Authors*, Burchfield's *Student's Guide to Materials in Political Science*, etc. Still others were bibliographies in standard textbooks. Reference lists issued by the North Central Association of Colleges and Secondary Schools and the Southern Association of Colleges and Secondary Schools were checked. Lyle's *Classified List of Periodicals for the College Library* was used, in addition to the periodical lists compiled by Shaw, Mohrhardt, the North Central Association, and the Southern Association.

It was thought that eventually all of the books and periodicals listed in Shaw, Lyle, the North Central Association, the Southern Association, and perhaps Mohrhardt, should probably be in the university li-

braries. On the other hand, the libraries could not hope to buy, and would probably have no use for, all of the titles listed in Crane, Scholes, and certain other inclusive bibliographies.

From all of the lists checked a composite table of broad subjects, such as ancient languages, art, business and economics, chemistry, etc., was made. If a more specialized subject bibliography, e.g., theatre, was checked, it was put into the most closely related larger subject, e.g., speech. The subjects were listed, together with the number of titles in the publications and the per cent of titles in the university libraries.

### *Checking Interlibrary Loans*

Another method of determining possible needs was the checking of interlibrary loan correspondence for several years. Records were made of the requests and a majority of the books requested frequently was purchased. Periodical requests were examined more critically. If a definite need was indicated, a current subscription was placed and an attempt made to complete the set.

Certain outstanding titles were purchased when found, even before the survey was completed. A complete bound file of the *Times* (London) and its index from 1839 to date were obtained. Bound volumes of the *New York Times* were completed back to 1920 and earlier volumes will probably be obtained on microfilm.

The final result of the survey of library resources was the compilation of a file of needed materials that would probably cost several hundred thousand dollars to purchase. Some of the items were to be purchased from the regular book budget.

As each subject was completed a report was compiled. This report included:

1. An evaluation of book holdings by authoritative bibliographies

<sup>1</sup> Bibliographical Planning Committee of Philadelphia. *A Faculty Survey of the University of Pennsylvania Libraries*. Philadelphia, University of Pennsylvania Press, 1940.

2. An evaluation of periodical holdings by authoritative bibliographies
3. An evaluation of all titles requested by faculty members
4. Tables showing needs with their approximate cost
5. An attempt to compare present holdings with data in Downs's *Resources of Southern Libraries*
6. Conclusions and recommendations.

From time to time mimeographed memoranda were sent to the faculty to keep them informed of the progress of the survey and to request their continued participation.

From the questionnaire sent to the faculty the survey staff was able to obtain a general idea of faculty needs, many of which resulted in new services and procedures.

#### *New Order Procedure*

A new order procedure was definitely needed. A new order card was designed in duplicate so that the requestor could keep his own record of all titles ordered. A system was developed whereby book and periodical orders, previously placed through the purchasing agent of the university, could be placed directly from the library, thus facilitating receipt of the orders. A quadruplicate manifold process was adopted consisting of the official order, dealer's record, Library of Congress card order, and faculty notice. The whole new order procedure was more economical and efficient.

The physical arrangement of the library was changed so that service could be increased. Some staff members were changed to different positions and the number of staff members was almost doubled. Departmental organization was changed to increase efficiency.

The initial work of the survey was completed in a year and a half. Purchases of recommended materials have continued over the past five years but have been hindered by the unavailability of foreign materials. Special funds are now available for foreign and domestic purchases.

#### *Accomplishments*

The fundamental accomplishments of the survey have been a compilation of needed books and periodicals from which to make purchases and a reorganization of library procedures and personnel so as to give the best possible service to the library's patrons. In addition, the staff and budget have been increased by the university administration. In 1939-40, total library expenditures were \$69,987; in 1940-41, \$110,587. During the early war years the budget had to be decreased. During the past two years the budget has been increased again so that for 1946-47 it is \$135,000. The value of the library program at the University of Alabama is recognized by the administration and is generously supported.



## The Use of the Depository Catalog in a University Library<sup>1</sup>

IN VIEW OF the space consumed and the cost of upkeep which includes catalog cases and time spent in filing cards, a study of the frequency and types of use made of a depository catalog in a large university library is pertinent. Since the recently completed *Catalog of Books Represented by Library of Congress Printed Cards Issued to July 31, 1942* (referred to hereafter as *Book Catalog*) there has been much discussion as to the usefulness of the depository cards. Many librarians have decided that the limited use made of the depository catalog does not warrant the expense of maintenance and the space used, especially now that the *Book Catalog* is available, and the Library of Congress plans to issue current supplements. On the other hand, there are librarians who believe that the depository catalog should be maintained for various reasons, chief among which are (1) the cards are more easily read than the *Book Catalog* and (2) cards can be interfiled in order to keep the depository up-to-date and, therefore, the use of supplements which necessitates searching in more than one place is not necessary. The decision regarding the retention or disposal of the depository catalog is an administrative problem and should be based upon the results of carefully planned objective studies.

### *Purpose of the Study*

This study was made for the purpose of isolating the uses that are made of the

depository catalog, noting the number of repetitive questions answered by it, and testing the assumption that the depository catalog should be maintained. The depository catalog of the Columbia University Libraries was used as the medium for gathering data because of its accessibility and because there has been some question as to whether the frequency of use is enough to justify the space it occupies in the reference room of the main library. Although this is a case study, it was assumed that the findings would have some application to similar situations in other libraries.

The depository catalog consists of approximately two and one-half million cards housed in 2794 trays occupying about 540 square feet of wall space. It is located adjacent to the Columbia card catalog in the reference room of the Nicholas Murray Butler Library. Because of its size and continuous growth, the alphabet is divided into two parts. On the main floor are trays containing the alphabet from A to M, and on the mezzanine floor directly above are trays containing the letters N to Z. Also on the mezzanine floor, at the end of the alphabet, is filed the supplementary catalog.<sup>2</sup> This supplement consists of Library of Congress cards printed after July 1, 1942, and covers the entire alphabet. Since the *Book Catalog* includes cards issued to July 31, 1942, it was deemed advisable to file in a separate section the cards issued

<sup>1</sup> Based on a master's essay prepared at the School of Library Service, Columbia University, 1946.

<sup>2</sup> After this study was made, the supplement was transferred to the main floor and the catalog from J-Z transferred to the mezzanine floor.

after July 1, 1942, including the revised cards.

The Columbia depository catalog is a union catalog in that some cards from the libraries of Harvard, the Vatican, John Crerar, Folger, and the Universities of Chicago and Michigan have been interfiled with the Library of Congress cards. It is not, however, as a union catalog that the depository set is to be considered in this study, although a few of the interfiled cards were used by persons interviewed.

The cost of maintaining the depository catalog is approximately \$1600 per year. Filing costs amount to \$1400, and card cases cost \$200.

Although a number of studies have been made of the different types of catalogs and their uses, the depository catalog as a problem to be studied has been neglected. Miller's study reports "what some patrons actually used among the various types of information given on the traditional and typical catalog card."<sup>3</sup> Knapp<sup>4</sup> and Swank<sup>5</sup> discussed card catalogs chiefly from the subject point of view. Merritt,<sup>6</sup> Stone,<sup>7</sup> and Berthold<sup>8</sup> have discussed union catalogs. A survey by Nyholm<sup>9</sup> and an experiment conducted by Bryan,<sup>10</sup> both of which pertain to the legibility of the *Book Catalog*, have

a bearing upon the problem of the depository catalog.

Nyholm investigated and summarized comments made by librarians of twenty-three selected libraries on the feasibility of replacing the depository catalog with the *Book Catalog*. Bryan made a study on the legibility of the *Book Catalog* as compared with the legibility of the printed cards. The consensus of those participating in both studies was that the print of the *Book Catalog* is uneven and has a tendency toward illegibility, especially in the L.C. card numbers.

A limited study was made by the writer in which every tenth page, beginning with page thirteen of volume thirty-one (Coles, Abraham—Comstock, Frederick Harmon) was sampled. None of the 1152 entries examined was found to be entirely illegible. It would seem that the amount of illegibility, while undesirable, is not enough to interfere greatly with the normal uses made of the *Book Catalog*.

#### *Collecting the Data*

A plan was devised whereby interviews with all users of the catalog would be conducted over a period of time sufficiently long enough to permit drawing valid conclusions concerning its use. An interview schedule patterned after the tally card and the check sheet offered by Miller and Stone in their studies was constructed and utilized.

In the formulation of the interview schedule for this study, the following points were considered: (1) examination of literature on the various catalogs, (2) the known uses of the depository catalog, (3) consultation with catalogers and other members of the staff. Two questions were kept in mind—(1) How frequently and by whom is the depository catalog consulted? and (2) What uses are made of the depository catalog? Convenience in handling the schedule

<sup>3</sup> Miller, Robert A. "On the Use of the Card Catalog," *Library Quarterly* 12:630, April 1942.

<sup>4</sup> Knapp, Patricia B. "The Subject Catalog in the College Library," *Library Quarterly* 14:108-18, April 1944; 214-28, July 1944.

<sup>5</sup> Swank, Raynard. "Subject Catalogs, Classifications, or Bibliographies? A Review of Critical Discussions, 1876-1942," *Library Quarterly* 14:316-32, October 1944.

<sup>6</sup> Merritt, LeRoy Charles. "The Administrative, Fiscal and Quantitative Aspects of the Regional Union Catalog," (In Downs, Robert B., ed. *Union Catalogs in the United States*. Chicago, American Library Association, 1942, p. 3-125.)

<sup>7</sup> Stone, John Paul. "Regional Union Catalogs: A Study of Services Actual and Potential," (In Downs, Robert B., ed. *Union Catalogs in the United States*. Chicago, American Library Association, 1942, p. 129-225.)

<sup>8</sup> Berthold, Arthur Benedict. "Manual of Union Catalog Administration," (In Downs, Robert B., ed. *Union Catalogs in the United States*. Chicago, American Library Association, 1942, p. 267-348.)

<sup>9</sup> Nyholm, Jens. "Summary of Comments on a Catalog of Books Represented by Library of Congress Printed Cards, June 5, 1943." Mimeographed.

<sup>10</sup> Bryan, Alice L. "Legibility of Library of Congress Cards and Their Reproductions," *College and Research Libraries* 6:447-64, September 1945, pt. 2.

and ease in tabulating the replies were also considered. In order to secure the best results quickly, the schedule was cast in the form of a checklist or tally card which might be answered by placing a checkmark opposite the appropriate statements or by adding necessary notes to record the desired information. It was designed to answer the following questions: Which items on the depository cards are being searched for and why? Which cards give the desired information—L.C. cards or those from other libraries? Who is being interviewed—staff members or members of the public? On what subject is the person being interviewed (public) working? Is the request answered? Which section of the alphabet is being searched? Does the user know of the existence of the *Book Catalog*? If so, what is his attitude toward the *Book Catalog* in relation to the depository card catalog?

Each person was interviewed each time he approached the depository catalog during the period of this study when the interviewer was on duty. The schedule previously prepared was followed with the information thus derived, recorded by checking in the proper space on a separate card for each interview held. If additional information seemed necessary, it was written on the card.

Those interrogated represented members of the staff of the university libraries and a cross section of its public. For purposes of analyses the staff members were divided into groups according to the departments in which they were employed as follows: (1) reference, (2) cataloging, (3) acquisition, (4) circulation, (5) departmental. The first four groups were staff members of the main library. Group five included staff members from departmental libraries on the campus.

The public was divided for purposes of

analyses into (1) undergraduate students 1, 2, 3, 4; (2) graduate students: (a) master, (b) doctor; (3) faculty; (4) permit; (5) research worker. Other categories added later were (1) first-year school of library service students; (2) faculty from other schools; (3) librarians from off-campus libraries; (4) all other users who did not fall into the above groups.

The gathering of the data by interviews covered a span of six weeks divided into three two-week periods, chosen on the assumption that they were representative periods of the academic year. The periods fell approximately in the middle portion of the first semester, at the close of the first semester, and at the beginning of the second semester. The interviewing was so scheduled that every hour the library was open each day was covered sometime during the week. This averaged thirteen hours per week or approximately two hours per day of interviewing. At the end of the interview period of six weeks, the data were recorded and analyzed by types of users to show the number and percentage of requests answered, the sections of the catalog used, the type of card consulted, and the knowledge of the *Book Catalog* and attitudes toward it.

Several limitations should be pointed out. It is recognized that research in the fields of social science and the humanities especially, and in science to a lesser degree, was affected by war. Less research as such was being done during this period, and, as a result, the probable use of the depository catalog might have been less than in normal times. However, while it is likely that the number of uses may have decreased, the types of use probably did not vary. It should also be pointed out that much current foreign material, which ordinarily might be represented in the depository catalog, had not been obtained by L.C.

### *Use by Staff*

A total of 625 interviews was recorded, 365 involving members of the staff and 260 the public. Of the 365 interviews conducted with the staff group, the greatest number, 221, or 60.6 per cent, were with members of the cataloging department; 72, or 19.7 per cent, were with the reference staff; 48, or 13.1 per cent, were with members of the acquisition department; and 24, or 6.6 per cent, were with departmental librarians. Members of the circulation department staff did not use the depository catalog during the course of this study.

The cataloging department made the most varied use of the depository catalog among staff members. Sixteen different uses by this department were recorded. The chief ones were locating and withdrawing cards for aid in cataloging and in ordering L.C. cards. During the course of this study, it was found that the catalog was used by members of the cataloging department 112 times for the purpose of withdrawing cards and twenty-four times for the purpose of ordering L.C. cards. Verification of author or title to establish an entry ranked second in order as a reason for using the depository catalog by the cataloging staff. It was referred to eighty-three times, or 31.3 per cent of the total use of the catalog by this department, for the purpose of verification. Establishing corporate entries, searching for subject headings and classification numbers, editions, serial changes, cross references, added entries, analytics, date of volume, illustrator, series, and translator were other reasons given by this group for consulting the depository catalog.

The location of the depository catalog in the reference room and the fact that the catalog is an acknowledged reference tool would lead one to believe that many varied uses could be made of the catalog by the

reference staff. However, during the course of this study, it was found that this department used the depository catalog chiefly for verification of authors and titles and for interlibrary loan. Fifty-one requests, or 70.7 per cent of the total number of uses made of the depository catalog by the reference department during this study, were for verification. The catalog was used fourteen times for verification and location in connection with interlibrary loan service.

As might be expected, the chief use of the depository catalog by the acquisition department is that of searching or verifying items requested for purchase. Cards in the depository catalog were used forty-one times by searchers from the acquisition department who were either checking or verifying entries. This is 85.4 per cent of the total number of uses made of the catalog by members of the acquisition department. The only other use of the depository catalog by acquisition department staff members was for Library of Congress card numbers to be used in ordering sets of the printed cards. These cards are for books which are in the "in-process file." They are usually collections of books which will not be held but will be sent through at once to be processed and shelved.<sup>11</sup> The depository catalog was used seven times during this study by the acquisition department for the purpose of ordering L.C. cards.

Although there are over thirty departmental libraries and reading rooms in the university library system, members of the staffs from only ten of them were interviewed during this study. The libraries which used the depository catalog were as follows: journalism, social science, Plimpton, special collections, philosophy, modern languages, lending service, teachers college, and law. The depository catalog was used

<sup>11</sup> This procedure was followed for a short time only, but after this study was made it was abandoned.



twenty-eight times for six different purposes by librarians employed in the above-mentioned departmental libraries.

The two greatest uses of the depository catalog by the departmental library staff members was to find Library of Congress card numbers for ordering cards and to verify author and title. Searching for items to be purchased was another use made of the depository catalog. In this study it was found that the depository catalog was used eight times for locating L.C. card numbers and thirteen times for verification. The edition of a book, the series to which a book belongs, and serial changes were other uses made of the depository catalog by the departmental libraries.

#### *Use by Public*

Of the 260 interviews conducted with the public over the three periods, the greatest number, 163, or 62.7 per cent, were with students enrolled in Columbia University and its colleges. These included undergraduates, first-year school of library service students, and graduate students—candidates for both master's and doctoral degrees. Use of the depository catalog by faculty members of Columbia and other schools was recorded thirty-four times. Columbia faculty members consulted the catalog twenty-eight times, and off-campus faculty members six times. Librarians from off-campus libraries used the catalog twenty-one times. Most of these librarians were from within the city, but some were from adjoining communities. Research workers were interviewed nineteen times. Permit holders were recorded thirteen times; these included graduates of the university as well as those with special permits issued by the director's office. Those who did not fall into any of the above-mentioned categories were placed in one group and called "all others." These included members of the armed

forces, students from other schools, and wives and secretaries of faculty members. The catalog was consulted ten times by this group.

Graduate students made the most varied use of the depository catalog among members of the public. The chief reasons for consulting the catalog involved verification of entries eighteen times, or 39.1 per cent, for term papers, theses, and recommended reading; compilation of bibliographies seven times, or 15.2 per cent and 29.2 per cent, by master's and doctoral students respectively; location of books for interlibrary loan eleven times for master's students and twelve times for doctoral candidates. First-year school of library service students used the depository catalog chiefly for the purpose of establishing entries for authority files and for verification of correct entries. These were for assignments given in a cataloging class.

Undergraduate students used the depository catalog ten times for the compilation of bibliographies preparatory to writing term papers for English classes. Although a total of twenty-three undergraduate students were interviewed, thirteen of this group admitted, during the course of the interview, that they had confused the Library of Congress catalog with the Columbia catalog.

Among the largest groups of public users were faculty members of the university and of other schools within the city. Thirty-four of the public interviews were with members of this group. Twenty-eight were with members of the faculty of Columbia, and six were with those associated with other educational institutions. The chief uses of the catalog by Columbia faculty were for verification of correct entries and checking to see what was available. Off-campus faculty used the catalog chiefly for location of books wanted for interlibrary loan.

Permit holders were interested mainly in whether such books as they desired were in existence. Off-campus librarians searched for L.C. card numbers for the purpose of ordering L.C. cards. Research workers were using the catalog to check bibliographies. The "all other" group consulted the catalog to see what was available on a particular subject, for L.C. card numbers for a private library, a translation of a Spanish book, the making of a bibliography for an Italian publication, and the location of a certain edition.

Users of the catalog were interrogated as to the subject for which they were seeking information. The persons interviewed were working on diversified subjects, with the exception of school of library service students. This group was working on a single subject—cataloging. The principal subjects recorded were history, English literature, and Spanish.

Before each interview was finished the user of the catalog was asked if he knew of the publication of the *Book Catalog* and his attitude toward it. As was to be expected, all staff members knew of the existence of the printed catalog in book form. Among the public 115 did not know of the publication; 145, or 55.7 per cent, were aware of the set, but many had not used the volumes. The majority of both groups stated that they preferred the cards to the *Book Catalog*, giving as the chief reason that "the print of the *Book Catalog* is too small and too hard to read."

Confusing the depository catalog with the Columbia card catalog was an unforeseen variable brought to light by this study. Of the public users, 12.3 per cent were confused in the two catalogs although both the Columbia catalog and the Library of Congress catalog are plainly marked.

### Summary

Data gathered in the study of the use of the depository card catalog suggest that there should be serious doubt as to need for maintaining the card depository in the library studied now that the *Book Catalog* is available for practically all normal uses made of L.C. entries. The important exception is the use of L.C. cards in the cataloging process. Libraries, of course, could use the cut L.C. proofsheets cards for this purpose and probably at less expense.

The fact that the *Book Catalog* must be kept up-to-date by a card file and published supplements is a disadvantage. How serious this will be will depend on the arrangements made for keeping the *Book Catalog* up-to-date.<sup>12</sup> Searching in several places will remain as a disadvantage.

The *Book Catalog* might have wider usage if it were called to the attention of those persons outside the library staff who would have the most need for such a tool. These include graduate students and faculty members especially.

<sup>12</sup> Since this was written the Library of Congress has announced plans for the publishing of monthly, quarterly, and annual cumulations of L.C. entries in book form.

## Thoughts on Interlibrary Loan

ALAN HOLSKE's paper "On Meeting Interlibrary Loan Costs"<sup>1</sup> reveals the fact that the subject is not so simple as would appear at first sight and that it is inextricably involved with the book-buying capacity of educational institutions and with the problem of regional cooperation among libraries. But his final paragraph leans heavily toward the individual professor in whose behalf loans are generally made:

Meanwhile, the borrowers of books on interlibrary loan should be relieved of money penalties whenever possible. The free circulation of books is today more than ever an important expression of American civilization, and it should be American policy everywhere and at all times.<sup>2</sup>

However, it appears to the writer, who has had a fair share of being both a borrower and a lender, that this cannot be the last word on the subject. Practical experience with the problem soon dispels rosy illusions and emphasizes the fact that only in Utopia would such a policy be possible.

Some professors believe that they should be allowed unlimited interlibrary loan, and there are few who do not object when asked to defray the cost. Incidentally, by "cost" is meant the actual mail or express charges, not the postage on any letters that may have to be written negotiating the loan before it is consummated. There is never any question, nor should there be, of paying any member of the library staff, even though the interlibrary loan request may have taken considerable time of a library

assistant for verification, checking bibliographical data, locating the material in a library, and correspondence. This is mentioned only to emphasize that the professor is getting a great deal of service for his money even if he does pay the postage. And yet, cases have been known when a professor scanned the package in which his books arrived and objected if his bill exceeded the value of the stamps on the wrapper, quite disregarding the insurance.

It is true that the chief reason on the part of librarians for advocating payment of postage by the professor is that this does tend to "abate a nuisance" and to prevent "the abuse of trivial requests." It may be argued that the library should be able to afford postage on the relatively small number of books borrowed in any given year. The answer is that the only reason the number remains relatively small is that the loan costs the borrowing individual something. The same reason can be given for the fact that so few requests are "trivial." The best proof of this statement is actual experience.

The writer once worked in a library where there was no charge for interlibrary loan. The result was appalling. On any and every excuse, students and faculty demanded that books be borrowed for them on interlibrary loan. As an example of triviality, it might be mentioned that even if the library possessed a certain book, a reader would ask for it on interlibrary loan if it happened to be out when he called for it. Needless to say, this system finally broke down on account of its inevitable abuse.

As to the lengths to which one individual

<sup>1</sup> Holske, Alan. "On Meeting Interlibrary Loan Costs." *College and Research Libraries* 7:74-77, January 1946.

<sup>2</sup> *Ibid.*, p. 77.

will go unless checked by the economic motive, there is the case of Professor Smith. He happened to meet the librarian one day, mentioned that he was preparing an article, and announced that he needed some books on interlibrary loan. He was told to bring in a list of wanted titles. Although he brought in a list of thirty-five items, discussion revealed that he intended to request over three hundred before he was through. In the end, the only effective argument that led him to cut down his request to reasonable proportions was the economic one. He was convinced that the cost—to him—of sending for so many books and returning them would be prohibitive. Had the library been paying the postage, he undoubtedly would have insisted on his "rights."

The first impression that one gathers from an incident such as this is its futility. If a professor, who is generally a specialist in a certain field, intends to write a short article on some subject within that field, why should it be necessary for him to consult three hundred books by other authors as a preliminary step? If he wishes to make excerpts, or has to look up a few minor points, dates, facts, or figures, he might far better go to the library where the books are to be found. And, it may be repeated, it is only the cost to himself that teaches him any restraint.

### *Reasons for Borrowing*

Some questionable statements have been made about the reasons for interlibrary borrowing by professors. Their work is frequently referred to as "research projects," "enlarging the bounds of knowledge," and by similar expressions. Yet, in actual fact, what is the purpose of a professor's study which requires the aid of interlibrary loan? It would seem to fall into two main categories: first, the man is working on his thesis, and second, on some article or book.

Clearly much of both types of work may be primarily for himself and his own advancement. In brief, sometimes it is the professor and not the college that benefits by his outside work, and in such cases the beneficiary should pay the necessary cost.

There is another reason, too, why a librarian should try to exert control over the book borrowing of the professors. It should constantly be borne in mind that the lending of books by a library is a favor and a courtesy. It is not and should not be considered a right on the part of the borrower. The idea is well expressed by Winchell, who writes:

Thus the practice of the loaning of books by one library to another has grown from an occasional favor to a more or less organized system. This, however, should not release the borrowing library from a sense of appreciation and a realization that to request a loan is still to ask a favor.<sup>3</sup>

But if too many and too trivial requests are made, this courtesy may become a burden which will eventually be resented as an imposition. In the case of the professor who wanted three hundred books for one article, this aspect was a factor in the case. The library from which he wanted the books was one which had in the past done the borrowing library many favors. Common sense required restraint in requesting material. And, of course, the excessive demands of the professor in question would have been attributed, not to him individually, but to the borrowing library.

There is still another aspect of the matter which has not been discussed in the literature on interlibrary loan but which seems worthy of mention.

Assume that Professor Jones is on the faculty of College A, but is studying for his Ph.D. at University B. Perhaps only his

<sup>3</sup> Winchell, Constance. *Locating Books for Interlibrary Loan*. New York City, H. W. Wilson, 1930, p. 14.



thesis is holding him up, but that requires the use of books not found in the library of College A, which is an undergraduate institution. Within convenient borrowing distance is University C. Professor Jones is not enrolled there as a student, he is not paying that university any tuition money, he is not an alumnus of it. The only claim he can have to the books of University C is by the courtesy of interlibrary loan. And for the use of its books by Professor Jones, and the work of its staff in taking care of his wants, University C receives not one cent. Does this not pose some sort of economic or ethical question?

### *Institutions Often at Fault*

Now, it may be objected that excessive use of interlibrary loan service is not the fault of the professor. It is perfectly true that many institutions insist on constant publication by their professors as the price of promotion or even of tenure. Such a policy gives rise to the endless production of books and articles. And to make this production possible for the professor so situated as to be out of touch with a large library, the custom of interlibrary loan must bear a greatly increased burden.

Let us admit that it is the duty of the librarian to do all in his power to prevent abuses of interlibrary loan and to keep the practice within bounds. One of the best ways to bring this about is to enforce the code formulated in 1917 by the Committee on Coordination of the American Library Association. It deals with such matters as the purpose of interlibrary loans, the material which is legitimate for borrowing and that which is not, for what individuals loans should be requested, and the types of libraries which should be solicited. It is not necessary to quote this somewhat lengthy code in full. Briefly, it may be said to consist of applied common sense.

In almost every case it is the lending library that can do the most effective work in enforcing this code. For example, let us say that our old friend Professor Smith asks the librarian to borrow for him a certain item that is clearly illegal under the A.L.A. code. The librarian carefully explains that fact and indicates his unwillingness to ask for the item. Invariably Professor Smith's answer will be, "But there's no harm in trying. They can't do more than say 'No.' " He may even reinforce his argument with an insinuation that the librarian is too lazy to try or is being purposely unobliging.

The librarian writes for the item, and, contrary to expectations, it arrives. Professor Smith receives it with undisguised triumph, his words or manner clearly expressing the idea, "I told you so! You see, I got away with it. Luckily I did not take you too seriously."

But suppose the library thus solicited had written back regretting its inability to send the material because to do so would be contrary to the A.L.A. code. Would Professor Smith have tried the same approach again?

### *Business-Like Methods Necessary*

Although it may seem unnecessary to mention such an obvious fact, there is great need for both borrowing and lending libraries to employ the strictest business-like methods in handling these transactions. For example, by its name, interlibrary loan should be a transaction between two libraries, never between a library and an individual. Of course, such a loan is always requested on behalf of some individual, but such is not and should not be the theory behind it. It is the borrowing library which makes the request and to which the book is sent. To be sure, the lending library has the right to impose certain conditions, such as that the material must not be taken out of the building of the borrowing library.

But in every case the loan is made to a library and it is the borrowing library that is responsible for the safety of the material.

Of course, the objection may be made that nothing so far expressed has considered the problem from the borrower's point of view. Assuming that a professor needs books not to be found in his own library, how can he obtain them without imposing an impossible burden on himself and also on some other library?

In the case of any institution where constant publication on the part of faculty members is compulsory—that is, necessary for tenure—the administration should set aside a fund to defray the expense of interlibrary loan. Whether this should be part of the library fund or that of the departments, and how it should be apportioned, are matters of individual policy.

When the work in question is solely for the professor's own benefit, it seems not only fair but advisable that he pay the cost. In the case of work for a degree, the books

should always be requested first from the university where he is enrolled, and no other library should be appealed to until that one has been tried.

#### *Regional Agreements*

For the rest, it may well be that regional agreements among the libraries of a given locality may be the answer. These agreements might well cover such matters as avoidance of duplication of purchase and union catalogs, as well as interlibrary loan. An example of such an arrangement is that between the libraries of Duke University and the University of North Carolina. These libraries not only have union catalogs of each others' collections with mutual lending, but there is a truck service between the two to hasten deliveries. Some such understanding is now under consideration for the college libraries of South Carolina, though at present it has not progressed beyond the nebulous stage of discussion and conference.

## Education for Librarianship

*(Continued from page 131)*

the university concerned. If the "deans within deans" who manage our graduate schools are not willing to honor such a program by a degree, can we not accept a statement of work done and take the lead in selecting the first-class article that we want, on its merits and not for its tag?

It seems to me that we now have a very helpful body of literature before us on education for librarianship. To this, Mr. Danton's interesting pamphlet is an excellent guide. Let us hope that discussion to follow, and future publications as well, will keep open the question of in-service training, so that it may be thoroughly tried. We already have available to us fruitful suggestions for a greater division of labor in

libraries and for better use of clerical help derived from high school and junior colleges. These and other devices for reducing costs will be very necessary if we are to provide adequate salaries for much more highly trained people. Then, if we permit all of this thought and writing and talking to bog down without good results, we shall doubtless continue to fail to bring our libraries into proper focus at the center of liberal education provided in our institutions; and we shall at least partially justify the all too common misconception of our function that classes us as housekeepers of books rather than with educators who teach not in a classroom but through the conduct of a library.

## Mental Hygiene and the College Library<sup>1</sup>

THE TYPICAL LIBRARY WORKER does not exist, but a composite picture of a mythical college librarian may help one to understand the general frustrating environment peculiar to the profession. This mythical creature is an unmarried woman past thirty. Experience has shown her that only a few women of her age in her profession have an opportunity for marriage, even though no obvious personality defects or environmental factors, such as regulations barring married women from the school system, may block the way.

Her salary will vary with the region in which she lives but, considering that she is usually supporting two dependents,<sup>2</sup> she does not find it adequate for food, clothing, shelter, medical attention, and recreation for herself and her dependents, plus the study and travel she has been taught to believe are necessary for personal and professional growth. She is likely to be in debt for her extra year of library training or for the illness of some member of the family. She may feel a sense of injustice because her salary is not equivalent to that paid men of like training and experience. In some situations, if she marries she will lose her job, while a man of like professional status will receive a bonus for dependents. The fact that her own dependents are not "chosen" is of no concern to those who appropriate money for her salary. How-

ever, unless she has strongly developed maternal tendencies so that she gets sufficient satisfaction out of protecting and providing for the happiness of these dependents, she is likely to feel frustrated by the need to carry on another's unfinished business instead of devoting her time and income to progress in her own chosen direction.

The college librarian's social status, like that of other members of the school personnel, varies inversely with the prosperity of the community.<sup>3</sup> In communities of little wealth, she is at the top of the social strata; in those of considerable wealth, she may find that she is considered among the upper or special servant class, the group in which are found governesses, nurses, tutors, etc. Even in the average community, where she is accepted as a member of the professional class, she may be hedged about by many puritanical restrictions not placed upon other professional persons. In most cases, insecurity of tenure makes it impossible for her to do anything except conform to these restrictions. In some conservative communities, members of the college personnel may not smoke, dance, or drink a cocktail in public. The librarian may not wish to engage in any of these unimportant social gestures, but she resents "class restrictions." An unmarried woman may not live in an apartment alone or share a separate house with another woman without being looked upon with suspicion. She may not associate with men on the same social basis as other business and professional women in the com-

<sup>1</sup> Portion of a paper presented at the meeting of the Libraries of Teacher-Training Institutions Section, American Library Association Conference, Buffalo, June 21, 1946.

<sup>2</sup> Smith, H. L., "Social Status of the Teacher." *Review of Educational Research* 18:258-65, June 1940.

<sup>3</sup> *Ibid.*, p. 263.

munity. She is expected to make herself over from a human being into a professional automaton and, *if* she succeeds, she is considered "queer" or "different" or "high-brow."

The difficulty of maintaining satisfactory living conditions is complicated, not only by community restrictions, but also by housing conditions, impermanency of position, and inadequate salary. While the college librarian's salary places her at the bottom of the professional class, or at the top of skilled laborers or artisans, it usually does not allow her to live up to the standards which society expects of her and which she has been taught to consider as "the right way" for educated people to live.

This "typical" college librarian frequently finds that her opportunities for recreational activities are limited by the small amount of time she has free from scheduled duties, committee work, participation in community service clubs, and the like, as well as by a salary which does not permit her to follow her tastes in the matter of recreation. If she finds no opportunity for creative expression in her work, she will have a double need for some type of recreational activity which brings release from emotional tension.

If, in addition to restrictions and insecurity due to community attitudes, lack of tenure and retirement plans, and an inadequate salary, the library assistant must work under a cold and impersonal administrator who manipulates his staff like chessmen to his own advantage, then indeed is the situation difficult. Both autocratic administration, which simply commands, and weak administration, which is never able to give advice, back up an undertaking, or promote the advancement of the assistant, contribute to the general unhappiness and dissatisfaction of the staff.

This composite picture, based on information assembled from various studies of the

school personnel, presents a situation in which there are undoubtedly many factors frustrating to the normal individual. In regard to most of these conditions, there can be no immediate improvement, and changes will only come slowly through group action and long-time planning. Many of these factors are related to the general economic situation, social-class attitudes, and type of education now available to those who select library work as a vocation. What to do to make the situation more tolerable today in one's own library is the problem of the library administrator.

A careful study of these attributed causes of maladjustment suggests the possibility that an individual of mature personality, while working with others of his group toward improvement in salary, social status, etc., could find some means of making an adjustment to the present situation. For example, the matter of social status in the community or on the faculty depends, to some extent, on knowing how to establish personal-social relationships, how to find groups in which one is accepted as a congenial person or as one who has something to contribute. The conflict within the individual who feels that he lacks social status may be due to the fact that he feels left out of a particular social group with more money or different tastes rather than the fact that he can find no congenial companions in the community. An objective attitude toward the self rather than an emotional attitude, a set of values which promotes self-confidence, and absorbing personal interests, might resolve the conflict over social status.

#### *Library Administrator's Part*

It is not likely that the library administrator, who is untrained in the field of mental hygiene, can help maladjusted persons uncover deep-seated emotional conflicts and



change modes of behavior that have been built into the personality over a period of thirty years. Such an attempt might prove to be dangerous experimentation. However, it would be wise for anyone who must take responsibility for selecting and directing the work of others to prepare for such work by taking one or more courses in mental hygiene. Failing this opportunity, the administrator may find out what he can by reading, observing, and reflecting. Obviously, taking a course or reading a book will not prepare one to diagnose and prescribe for serious mental maladjustments, but some knowledge of the basic needs of human beings and ways of adjustment to these needs, plus the will to help those for whom one is responsible, to be as happy and efficient as possible, should enable the library administrator to reduce the amount of maladjustment among the staff. For the most part, the library administrator's role in mental hygiene will be that of protecting and promoting mental health through control of the library environment.

The foregoing search for factors contributing to maladjustment seems to indicate that the most important problems center around the basic personality needs. Personality is many-faceted, and numerous lists of needs have been suggested. Gates has provided a list which may be used profitably in the preliminary planning of a mental hygiene program.

#### *Basic Personality Needs*

1. The need for affection—to live in a relationship of reciprocated warm regard for one or more individuals
2. The need for belonging—to feel that one is an accepted, valued member of a group
3. The need for independence—to be able to make one's own decisions and carry out one's own ideas
4. The need for social approval—to feel that one's personality and one's actions are respected and admired by others

5. The need for maintaining self-esteem—to feel that one's conduct comes up to certain inner standards and thus merits one's own respect.

#### *Suggestions for a Positive Program*

To formulate a positive program of mental hygiene, considering that every individual's needs and modes of behavior are unique, seems difficult. However, Hill,<sup>4</sup> McKinney,<sup>5</sup> Shaffer<sup>6</sup> and others have listed general principles of positive mental hygiene which can be adapted to the library situation.

The foregoing study of the probable causes of maladjustment among members of the school personnel suggest the following objectives as a basis for planning a program of mental hygiene in the library:

#### *A. General Objectives of the Mental Hygiene Program in the Library*

1. To provide an environment as free as possible from frustrating situations
2. To help the individual find ways of adjustment satisfactory to himself and acceptable to society
3. To promote the attainment, on the part of each staff member, of a mature personality characterized by:
  - a. Chosen goals which represent an extension of the self
  - b. Self-objectification
  - c. A unifying philosophy of life.

#### *B. Specific Objectives and Methods of Procedure*

1. To improve selection
  - a. Selection of applicants by the library school before training is begun, to screen out those personalities not likely to adjust to library situations
  - b. Selection by the library administrator:
    - (1) For the protection of the staff from a new personality who may in-

<sup>4</sup> Hill, G. E. "Mental Hygiene of the Teacher." *Educational Administration and Supervision* 23:512, October 1937.

<sup>5</sup> McKinney, Fred. *Psychology of Personal Adjustment: Students' Introduction to Mental Hygiene*. New York, Wiley, 1941, p. 548-49.

<sup>6</sup> Shaffer, L. F. *The Psychology of Adjustment*. Boston, Houghton, 1936, p. 535-40.

troduce discord and unhappiness

(2) For the protection of the applicant, to prevent him from taking a position for which he may not be suited

c. Good selection would depend on:

(1) Assembling all possible information about the applicant as to personality traits, special abilities, attitudes, etc.

(2) A personal interview which will give the administrator an opportunity to find out how the applicant is likely to impress others. At this interview details about the job, the salary, opportunity for advancement, etc., should be fully explained so the applicant, if employed, will later have no reason for dissatisfaction about some matter of which he was not fully informed

(3) Careful analysis of all information assembled, in light of the conditions existing in the library

2. To remove all causes, insofar as possible, of insecurity, anxiety, and irritation due to physical conditions in the work environment

a. Try to find out from each assistant the sources of annoyance which may hinder the efficiency of his work by increasing emotional tension. Some persons, for example, cannot work well if crowded too close to others, if the light falls on the "wrong" side of the desk, if constantly associated with another who has irritating mannerisms, etc. Change in location of the work, or in routine, may be all that is needed

b. Maintain a flexible schedule that will allow each assistant to arrange for some freedom as to the hours when he may be off duty. Opportunity to attend to unexpected business, a club meeting, or even an occasional game of golf during work hours will yield large returns in reduced emotional tension. Work should be measured by the total output rather than by the number of minutes worked

c. Vary work to prevent monotony and fatigue. See that each assistant has a schedule that permits change to different types of work at intervals, if such change is desired. For example, a cataloger may do a better job of cataloging if he can spend an hour or two a day working

with people rather than books. Whether such a plan is profitable or not depends on the personality of the cataloger

d. See that each assistant has complete and detailed information as to his position in the library, salary, tenure, hours of work, objectives, procedures, etc. Have a definite understanding so there will be no feeling of confusion, insecurity, and injustice

3. To promote the maintenance of good physical health. (The library administrator should be close enough to the staff to be aware of evidences of physical ill health which might be the cause of maladjustment.)

a. Suggest a physical check-up when it seems necessary

b. Try to arrange schedules to allow for necessary outdoor recreation

c. Arrange work so that sick leave can be allowed when necessary, without causing the library worker worry about loss of time

4. To help members of the library staff find means of recognizing and solving their own emotional and personal problems

a. If possible, require a course in mental hygiene, suggesting that the purpose is to help the staff understand how to work most effectively with their colleagues and with the library clientele

b. See that those who need special attention, beyond the ability of the layman, have an opportunity to get help from those trained in the field of mental hygiene

5. To provide for a sense of accomplishment and success

a. Find the work for which each assistant is best equipped so that he does not feel required to accomplish something beyond his capacity

b. Make assignments of jobs and help the assistant organize his routine in such a way that he does not feel always overloaded

c. Do not fail to give praise for successful accomplishment. Tell the assistant of any complimentary remark concerning his work which may have come to the attention of the administrator

6. To provide for the need to give and receive affection

a. Demonstrate to each assistant that you are interested in his personal welfare and value him as a friend and co-worker. Know his home life, his special interests, his hobbies. Let him know of your efforts in recommending promotions and salary increases when they are justly due

b. Promote friendly feeling and a sense of mutual interdependence between members of the staff. Make all members feel that their contributions are of equal worth, though in different fields. Avoid carefully any action that might be interpreted as favoritism

c. Organize the work so that each assistant will have the opportunity for pleasant and helpful relationships with students and faculty members. Give each an opportunity to offer some personal service in a way that will be appreciated as his own contribution, not the work of the group

d. Encourage opportunities for friendly relationships with people in the community. Try to bring members of the staff into contact with others of like interests

7. To promote the feeling of belonging, of recognition, of group status

a. Encourage staff members to serve on committees to which they may make a special contribution, the curriculum committee or a committee which needs the help of a person skilled in making bibliographies, for example

b. Encourage staff members to take part in community service clubs and organizations of all types. Allow some time to do the extra work thus involved

c. Try to interest each staff member in some group work for leadership in which he is specially fitted

d. Watch for opportunities which will permit staff members to receive school and community recognition for successful accomplishments

e. Encourage membership in local, state, and national professional groups which are working for the improvement of conditions affecting library work: increased salaries, tenure and retirement plans, community restrictions, etc. While no immediate change may be possible, the

sense of belonging to powerful groups working for one's betterment promotes a hopeful attitude

8. To provide opportunity for independent, creative work

a. Encourage suggestions which assistants may present for routines and special projects connected with their work

b. Do not supervise details, but let each assistant plan his work in his own way insofar as he is capable

c. See that the individual receives credit in his own name for any noteworthy project instead of the credit being awarded to the group as a whole or to the administrator

9. To encourage absorbing leisure-time interests. (Leisure-time interests provide not only recreation and change from routine duties but also means of compensating for thwarted needs.) Types of activities of special value are:

a. Creative activities and hobbies of all types, especially those which involve manual skills

b. Outdoor recreations and sports which bring about a sense of physical well-being and help one to forget everyday routines

c. Esthetic interests, music, art, drama, etc., which one may enjoy with people of similar tastes

d. Social group recreations which may be carried on in the play spirit: dancing, parties, etc.

e. Travel which will broaden interests and promote an understanding of conditions in other communities

f. Study courses which are not directly connected with one's work but which broaden one's viewpoint and widen one's interests

10. To encourage a hopeful outlook for the future

a. Help the individual to see when he is making progress

b. Make him feel that you will do all in your power to promote his professional growth

c. Encourage plans for future study, travel, etc.

d. Bring to the attention of the staff any general improvement in the status of college libraries

11. To set up democratic administrative procedures

a. Create an atmosphere of cooperative participation on the part of all members of the staff

b. Let the members of the staff understand that, while the library administrator is the staff member directly responsible to school authorities, all members have a part in planning and policy making

c. Let the members of the staff understand that they are colleagues, not employees

d. Work out all routines with those directly concerned. Avoid making changes or adding duties without consulting those concerned.

As the tempo of our lives is accelerated by the speed of the Atomic Age, emotional pressures will increase. The techniques pointed out to us by the science of mental hygiene for reducing the ever increasing stresses and strains upon human relations provide us with safety valves. These devices for living and working together happily and efficiently are not new to any of us. Nevertheless, in the absence of verified study of actual conditions, observation seems to indicate that many college library administrators have not given enough attention to the application of the principles of mental hygiene as a factor in promoting congenial cooperation among members of the library staff and friendly, understanding service to faculty and students. In studying the situation in his own library and working out a program to promote and protect the mental

health of the staff, the library administrator may make a small but important contribution to our only hope for a future in the Atomic Age, *i.e.*, the advance of democracy. In the words of Frank, "Whatever fosters and promotes mental health will guard and advance democracy."<sup>7</sup>

#### Summary

1. Since librarians are largely drawn from the same sources as teachers and other members of the school personnel and since they work under similar conditions, studies of the school personnel seem to indicate that the library administrator is likely to find some maladjusted persons on the library staff. These maladjusted persons may act as "chemical irritants" in their effect on co-workers and library clientele.

2. The chief causes of maladjustment of members of the school personnel seem to be: (a) emotional immaturity, and (b) environmental conditions.

3. The library administrator, as a layman in the field of mental hygiene, will be able to do little about deep, underlying emotional conflicts, but he may be able to do much to alleviate conditions through control of environmental factors.

4. A positive program of mental hygiene in the library would attempt: (a) to remove as many as possible of the causes of insecurity and irritation, (b) to create an atmosphere of successful achievement and hope for the future, (c) to promote the physical and mental well-being of the individual.

<sup>7</sup> See "The Reorientation of Education to the Promotion of Mental Hygiene" by Lawrence K. Frank, in *Mental Health* (Publication of the American Association for the Advancement of Science, v. 9), edited by F. R. Moulton and P. O. Komora. Lancaster, Pa., The Science Press, 1939, p. 284-85.



## RECOMMENDATIONS ADOPTED BY CONFERENCE ON INTERNATIONAL CULTURAL, EDUCATIONAL, AND SCIENTIFIC EXCHANGES, PRINCETON, N.J., NOV. 26, 1946

THE FREE interchange of cultural, scientific, and educational information is one of the most critical needs of the world today. Society's progress depends upon the extent to which scholars and scientists of the world have free access to all sources of information and research. International understanding, fundamental to international goodwill, depends upon the extent to which cultural materials of all nations are available to all other nations. Intelligent and informed world opinion depends upon the wide dissemination of educational materials. This conference, dedicated to the extension and improvement of the channels of communication between libraries and scholars of all nations, makes the following recommendations:

1. The objective in bibliography is to make quickly available in published form suitable records of the current output from all countries of the publications of research value. Without prejudice to the field of retrospective bibliography, in which we are also deeply interested, we recommend that UNESCO and other suitable agencies and groups, governmental and nongovernmental, encourage national governments, national library associations, and other agencies in every country to see to it that there is published for each country a current national bibliography, which will include in an author arrangement under broad subjects, in one or more sections or parts, the following types of material, listed in the order of importance:

- a. Books and pamphlets in the book trade
- b. Government documents at all levels
- c. Nongovernment periodicals
- d. Newspapers; and, if possible
- e. Miscellaneous publications
- f. Motion pictures, including news reels, documentaries, instructional films, and photoplays.

2. We believe there is a place and need for both selective and comprehensive national bibliographies, but because of their fundamental importance we recommend that priority be given to effecting arrangements for

securing bibliographies of the comprehensive type.

3. It is recommended that the Library of Congress should formulate and present to A.L.A., A.R.L., S.L.A., and other library associations in this country, for their comment and criticism, plans for editing and publishing a complete current national bibliography of the United States, involving, as may be necessary, the coordination of existing efforts in this field, such as the catalogs of the Superintendent of Documents, the *Monthly Checklist of State Publications*, *Cumulative Book Index*, *Catalog of Copyright Entries*, and other sources, and looking to the coverage of fields not now covered, such as municipal documents, house organs, etc.

4. In the periodical field the following steps are recommended:

- a. That the U.S. national commission propose to UNESCO the preparation of a world list of periodicals, noting those that are included in indexing and abstracting services and further adding a subject list of such services. The list should include full bibliographical details for each title and, further, should indicate which journals are available on an exchange basis
- b. That the U.S. national commission bring to the attention of the U.S. delegates to UNESCO the need and desirability for greater international cooperation in the preparation of subject indexing and abstracting services
- c. That the Library of Congress prepare a list of holdings of U.S. libraries in wartime German periodicals and make it available as the basis for a want list, republication order list, etc.

5. We urge the Library of Congress to continue and push forward as rapidly as possible its program for development of the National Union Catalog, including the incorporation of entries from the American Imprints Inventory, because of the union catalog's primary importance to national and international library cooperation.

6. We recommend to the American Library

Association that it proceed with the compilation and publication of the proposed bibliographical guide to American library resources, to increase our knowledge of the field and our potentialities for cooperation.

7. In the field of photographic reproduction, we recommend the establishment of a central agency, or agencies, possibly reconstituting the Joint Committee on Scientific Aids to Learning, to deal with such matters as:

- a. Coordinating the reissue of journals and other materials needed by American and foreign libraries
- b. Determining what titles are in sufficient demand internationally to reproduce in the original size, in reduced facsimile, or by microfilm
- c. Advising on what masses of archives and rare books, here and abroad, should be reproduced on microfilm
- d. Making technical studies on such problems as comparative costs of reproduction by various processes.

8. We believe that international inter-library loans should be encouraged but, because of the hazards of transportation, should be largely in the form of photographic reproductions. This method has the further advantage of wider dissemination of materials.

9. We recommend that steps be taken by the Association of Research Libraries to bring the Farmington plan into effect as soon as possible on an experimental basis and to expand its scope rapidly to include additional countries, non-Roman alphabets, and periodical material, government documents, and other non-trade book materials. All acquisitions should be reported to the National Union Catalog as an author control, and libraries specializing in broad subject fields should undertake to prepare and publish subject bibliographies, if it is evident that they would prove useful.

10. We request the Librarian of Congress, the executive secretary of the Association of Research Libraries, and the chairman of the A.L.A. Board on Resources of American Libraries to study the problems involved in, and, if practicable, arrange for, obtaining additional sets of foreign government publications for distribution to selected American libraries outside Washington, coordinating the distribution with the Farmington plan.

11. We recommend to the State Depart-

ment that American libraries abroad be supplied with lists of U.S. Government publications distributed in countries where these libraries are located, and that the possibility be studied of making the libraries official partial depositories and sales agencies for federal documents.

12. In considering the accomplishments of the American Book Center and the prospective usefulness of such an organization, this group feels that studies should be made immediately looking toward the adaptation of A.B.C. into an agency to coordinate, insofar as seems necessary, exchange in all of its manifestations of materials among American libraries, to develop programs for the transmission of American informational materials to libraries in foreign countries, with priorities for materials to those countries that have suffered most from the war, and, further, that priorities be given to sending materials to foreign peoples that will inform them on developments in this country since the outbreak of the war, knowledge of which has not hitherto been available to them, and, further, that A.B.C. take affirmative and vigorous action toward encouraging and coordinating institutional exchanges between this country and the rest of the world and that, in this connection, the cooperation of the government be secured in obtaining documents of foreign governments for distribution in this country, along the lines of the Farmington proposal.

13. We recommend that representatives of the Association of Research Libraries and the Board on Resources of American Libraries confer with Smithsonian Institution officials on speedier and more efficient methods of forwarding exchange materials.

14. We strongly endorse the State Department plan for exchange of librarians and other personnel included in its cultural relations program. We urge adoption by Congress of legislation providing for continuation and extension outside the Western Hemisphere of this activity.

15. We believe that the interests of research workers in this country will be best served by maintaining as a unit the publications in the Washington Documents Center (Far Eastern materials) and the transfer of this unit to the Library of Congress at the earliest possible moment, in order that these valuable records may become available.

16. We believe that the needs of scholars and scientists in this country require the resumption of normal cultural, educational, and scientific relations with former enemy countries as promptly as possible, and the removal of all barriers to the international exchange of information.

17. We believe that provisions similar to those of the "gentlemen's agreement" (reached in 1935 between the Joint Committee on Materials for Research and the National Association of Book Publishers) should be incorporated in the copyright laws; we reaffirm the principles approved by the U.S. national commission regarding dissemination of and access to information; and we urge that a continuing study of international barriers be made by an appropriate group, which should work closely with UNESCO and other agencies concerned with these problems.

18. We believe translations are important and recommend the extension and development of this field, with publication of information on printed translations.

19. We recommend to the State and Treasury Departments that American libraries be entirely exempted from customs barriers and costs, including the general requirement that consular invoices be presented for import shipments of library printed materials, such exemption being possible under existing statutes.

20. We recommend that the A.L.A. International Relations Board be encouraged to arrange for exhibitions of foreign books in American libraries and of American books abroad, and to investigate means of accomplishing this aim.

21. We commend highly the free American libraries abroad, established by the Department of State and other agencies, for the important contributions they have made to the spread of American culture and to foreign understanding of this country, and we urge Congress to assure their continuation on an adequate scale and with sufficient American personnel. We also recommend that experience with these libraries be competently and thoroughly studied and evaluated by American librarians.

22. In view of the great destruction of printed materials and the increasing flow of publications abroad, we believe all countries

should consider plans for coordination of acquisitions and the development of subject fields in their libraries and we recommend that the U.S. delegation to UNESCO actively support such efforts.

23. We recommend that the American Library Association and other American Documentation Institute members take steps to revive and renovate the institute to serve as the American effective member of the International Federation for Documentation.

24. We recommend that the Association of Research Libraries and the Library of Congress Planning Committee study, with a view to presenting it to the U.S. national commission, the Boyd proposal for establishment of a national educational, scientific, and cultural authority in the United States.

#### *Delegates to Conference*

J. T. Babb, Yale University; R. A. Beals, New York Public Library; G. A. Bernardo, University of Philippines, 37 Wall St., Room 1610, New York City; J. P. Boyd, Princeton University; C. H. Brown, Iowa State College; Leon Carnovsky, University of Chicago; V. W. Clapp, Library of Congress; D. H. Clift, Yale University; C. W. David, University of Pennsylvania; R. B. Downs, University of Illinois; L. H. Evans, Library of Congress; C. B. Fahs, Rockefeller Foundation; T. P. Fleming, Columbia University; J. E. Flynn, 153 Wellington Road, Upper Darby, Pa.; R. H. Heindel, Division of Libraries and Institutes, U.S. Department of State; C. W. E. Hintz, Chicago Museum of Natural History; R. M. Lester, Carnegie Corporation; F. B. Ludington, Mount Holyoke College; E. W. McDiarmid, University of Minnesota; K. D. Metcalf, Harvard University; M. A. Milczewski, A.L.A. International Relations Office, Library of Congress; R. V. Noble, Harvard University; Reuben Peiss, Library of Congress; P. N. Rice, New York Public Library; K. R. Shaffer, Simmons College School of Library Science; R. R. Shaw, U.S. Department of Agriculture; T. W. Simpson, U.S. War Department; John VanMale, University of Denver; R. G. Vosper, University of California at Los Angeles; C. M. White, Columbia University; E. E. Williams, Harvard University; Donald Young, Social Science Research Council, 230 Park Ave., New York City 17.

## PROCEEDINGS OF THE BUSINESS SESSION, A.C.R.L., BUFFALO, JUNE 20, 1946

THE Association of College and Reference Libraries, a division of the American Library Association, convened in Memorial Auditorium, Buffalo, on Thursday afternoon, June 20, 1946, Blanche Prichard McCrum, president, presiding.

PRESIDENT MCCRUM: It is a very great pleasure to declare this meeting in order, this meeting of 1946, which marks a return to activities of this association, activities that had to cease during the war years. One of the pleasing aspects of our uneasy peace is that we may come together again.

In one of his happier moments, Bertrand Russell said that an educated man was a man who knew the superiority of cooperation over competition. Cooperation has been very hard to maintain when we were separated so far one from another.

Please consider the hand of each one of you shaken, and a very hearty welcome to the A.C.R.L. council.

I have a few announcements to make.

[Announcements.]

The backbone of any organization is its committees. The first part of our program will consist of the reports of the committees frozen during the war, thawing today.

The first report I should like to hear is that of Eugene H. Wilson, chairman of the Committee on Budget, Compensation, and Schemes of Service.

EUGENE H. WILSON: The Committee on Budget, Compensation, and Schemes of Service started work on a very important project in 1939, but really was frozen for a long time.

However, there was a great deal of activity in 1942-44, and I am sure you are all familiar with the *Classification and Pay Plans for Libraries in Institutions of Higher Education*.

The committee had also started work on—and had done a considerable amount of work on—a self-evaluating score card, when we were frozen and were not able to meet. That work was dropped. We feel that the score cards should be completed and that a committee should go ahead on the work. I know the incoming president is considering the problem of whether the committee should be unfrozen

and continued or whether a new committee should be constituted.

PRESIDENT MCCRUM: The next item on our docket is a report from a committee that is very much alive, even though frozen. Mr. Ellsworth will make two brief reports.

RALPH EUGENE ELLSWORTH: The Buildings Committee this year has not been very active, as a committee; yet I think it is fair to say that a great deal has been accomplished.

Primarily because of the cooperation of the Library Architecture and Building Planning Committee of A.L.A., stimulated by Julian P. Boyd, John E. Burchard, and Paul S. Balance, I believe it is fair to say that more new ideas in building have been proposed than for a long time before.

I do not say that we are doing much of a job of helping with building programs, because I—and some of the other members of the committee—have looked for laws and principles that would be generally helpful. Unfortunately, there are no applicable laws that can be of general usefulness.

Primarily—to give a polite reason—there is a human equation between the librarian and the board and the community upon which one cannot generalize and which cannot be systematized, by order of A.L.A. Headquarters, or of any other headquarters.

The only principle upon which we have worked and with which we have had any success at all is in terms of helping by individual consultation. Where we have been successful in persuading librarians to bring in library consultants, we have often been able to help. Where we have been able to sit down with a librarian or a board and say "this is this, or that," there we have been successful.

But there is no over-all organization shaping itself up that can solve the problems of a local situation, where the conditions exist of which I spoke or where people who are planning buildings will not think. One of the basic problems is that we librarians often will not think out our problems but instead start copying other people.

The second thing I want to say is that there is in existence today a vast amount of



misinformation on library lighting, and our committee, meeting in Princeton last week, did nothing but spread the misinformation.

But you may have heard the news. Francis Keally, a member of the A.L.A. Library Architecture and Building Planning Committee, has succeeded in persuading the American Society of Illuminating Engineers to undertake an authoritative study of library lighting. It will take about six months to report. I think all of you who are interested in lighting would do well to wait until that report is made.

This is, to my knowledge, the last time that I will report for this committee, and I thank the Lord for that!

PRESIDENT McCRUM: Our next report is from the chairman of the Committee on Constitution and By-laws, Samuel W. McAllister, of the University of Michigan. He will speak to you about one of the documents in your hands, a proposed amendment.

SAMUEL W. McALLISTER: This is a proposed amendment to the Constitution of A.C.R.L., which was voted on favorably at the general session business meeting at Milwaukee on June 23, 1942. It must be voted on twice, to become effective:

ARTICLE VI. BOARD OF DIRECTORS. SECTION 2. MEMBERS. The board shall consist of the president, vice-president, retiring president, secretary, treasurer, three directors-at-large, the directors elected by sections, and the association representatives on the American Library Association Council who are serving the last year of their terms. The chief officer (or, in his absence, the vice chief officer, or the retiring chief officer, in this order) of each section is an ex officio member without vote.

It is this clause, "... and the Association representatives on the American Library Association Council who are serving the last year of their terms . . .," which is the proposed addition or amendment to the Constitution. It is intended to provide connective tissue between the board of directors and the constituency.

I propose the adoption of this amendment.

PRESIDENT McCRUM: The report comes to you in the form of a motion to adopt this amendment. Do I hear a second?

[The motion was seconded.]

PRESIDENT McCRUM: It has been moved and seconded that we adopt the amendment,

which then becomes part of our Constitution. Is there discussion?

[The motion was put to a vote and carried unanimously.]

The motion is carried.

Donald E. Thompson is chairman of the Duplicate Exchange Union. Is Mr. Thompson here?

[Mr. Thompson was not present.]

Well, I am very thankful that I made a digest of his report from the facts he sent to me. He says the union is functioning smoothly, with eighty-seven members; seventy-six from colleges and universities; five from public libraries; six from special libraries.

Clarence S. Paine, the chairman of our Publications Committee, has to be away today. Is Jens Nyholm, of his committee, in the audience? Is Miss Feagley in the audience? Is any other member of his committee in the audience?

[Apparently no member of the committee was present.]

Then I am going to ask our secretary, sight unseen, to read this report.

[Secretary Charles V. Park read the report.]

PRESIDENT McCRUM: Now I take this opportunity, since I am the president, with only two more days of life, to thank all of the members of these committees, the members who have reported and those who will report later, for their faithful and able work, which has been at the heart of the activities of the association this year.

Before I present Charles H. Brown, chairman of the Committee on Relationships of the A.C.R.L. with A.L.A., I wish to make a prefatory statement. Since I want it to be accurate, I am going to read it to you. I ask your pardon for reading it, in the interests of sticking to the line. It is a personal statement, for which I alone am responsible.

When I reached Buffalo in time for the General Session on Tuesday, I was greeted by a host of rumors, the accuracy of which I have no means of judging.

It was said to me that feeling was running high in certain circles against A.C.R.L. proposals made to the parent association, A.L.A.; that these proposals constituted an ultimatum of the shotgun variety, to A.L.A., including a threat of secession from it; that these proposals came as a bombshell to many members

of A.C.R.L. itself and would be fought by them, because the said proposals were not in line with the thinking of large sections of the membership.

Whether or not these garbled stories, told me in corridors of this amazing building, are true, I wish to answer them. Let me say categorically that the A.C.R.L. has at this time made no proposals to the A.L.A.

Proposals to be studied and presented to the total membership of A.C.R.L., for its decision, as you in convention assembled may direct, are on the agenda of this meeting and will be made. Until you act on them, your officers, directors, and committees are powerless to make such proposals for you, nor have they done so.

What your committee has done is to perform an act of official courtesy by filing, for information, with the Executive Board of A.L.A., copies of its report to be made to sections of A.C.R.L., to be discussed by the directors of A.C.R.L., and to be revised and changed as you may direct today.

My personal copy of the report reached me while I was in transit from Wellesley to Buffalo, and still bears my manuscript notes of points to be discussed with you. Is it not unthinkable to you that your duly elected president would have been absent on Monday if official action were involved, as, of course, it was not.

The report, as written originally and as discussed on Monday, plainly stated the concept of A.L.A. as a federation of strong units. It outlined, in nearly a page and a half, a program of organization and development within the A.L.A., which, while calling for certain changes, clearly emphasized development within the framework of A.L.A.

Three and a half lines stated a separate organization as one possible form for the A.C.R.L. to take, and Resolution 5, in eight additional lines, invoked such separation if A.C.R.L. could not find a successful future within A.L.A., but only as a last resort.

The weight of emphasis was plainly on development within A.L.A. Separation was no new thing, as witness the Association of Research Libraries. But, omitting that consideration for the time, the detailed plan was certainly for adherence to A.L.A.

This preliminary courtesy copy of the unrevised and undiscussed report of our com-

mittee was considered of enough importance by the Executive Board to be placed upon its agenda and, as I understand, brought to the Council.

And now we come to what I hope is the beginning of the happy ending to this story. The action of the board, on even the unrevised form of the report, was generous and promising, and Mr. Brown's committee will, therefore, bring in an entirely revised report and recommendation.

I hope this statement answers questions that may be in your thoughts concerning your democratic rights to self-direction in A.C.R.L. Do not forget that Patrick Henry and your president stem from the same stock and that death for A.C.R.L. would be preferable, in my judgment, to a lack of liberty to decide its own course. This attitude is also that of all of your officers and directors.

Now I propose to ask Mr. Brown to take the chair and to guide our discussions as he, one of our well-loved senior statesmen, is best able to do. I propose to return to the floor of this assembly and to make such additional historical statements as Mr. Brown may call for.

Mr. Brown, remember, is a senior statesman of the A.L.A. He is almost the father of A.C.R.L.! We are all safe in his hands.

CHAIRMAN BROWN: I do not think Miss McCrum has heard the half of what has been said. I came here Sunday morning, and I have heard more rumors and accusations than I have ever heard in forty-five years of attendance at A.L.A. meetings.

I have never seen any action, of any committee, so misrepresented. I have never seen so many accusations made, some of them at the Council meeting last Monday. I have been disturbed by these reports and rumors. I am glad to hear Miss McCrum say she is my friend. At least I have one friend!

Let us analyze these resolutions. Let's take, first, the one about dues. It seems we are stealing A.L.A. funds. One member of the board spoke of the great overhead at A.L.A. Headquarters. We have been told that it takes all the money from dues to keep the membership records.

We believe that we could have our headquarters at some university and save a considerable amount of that expense. We can make an annual allotment to A.L.A. and

still have a balance for special projects.

So, we propose that we collect our own dues, because we can do it at less expense; save all the money that goes to overhead and salaries; and refund to the A.L.A. a fair proportion of the dues, to be determined by mutual agreement.

Some years ago the A.L.A. received endowment funds from the Carnegie Corporation. To this endowment many of us were contributors. In any organization, endowments are made for the benefit of all groups. Surely one group ought to have something to say about their use. The elected representatives of a group ought to have a voice in what activities, relating to their own group, should be carried on.

This proposal simply asks that our elected representatives have something to say about the use of income from endowments.

The third resolution refers to our own headquarters. The Constitution promises us autonomy. Should not a group of public librarians, or a group of college librarians, have a right to say where their headquarters shall be, and who shall be their secretary? Is this revolution? Is this breaking up the A.L.A.?

The last resolution—and this was the most misunderstood—asked whether the A.L.A., within a reasonable time, possibly within six months, would let us know if these proposals would receive consideration; whether the A.L.A. would be willing to appoint a committee to discuss the matter with us. That proposal, asking A.L.A. to act within a reasonable time, was considered a gun and a bomb. I cannot see the unreasonableness of that proposal.

In 1932 I presented a resolution to the A.L.A. Council, asking for a library consultant at A.L.A. Headquarters for college and university work. That resolution was approved, only Dr. Hill voting in the negative. We were told then that there was no money.

Two or three years later, the children's and school librarians were given a consultant at A.L.A. Headquarters, although no money was available for a college library consultant. We have waited since 1932—fourteen years—with no action. We are now asking A.L.A. to give us some indication that we will receive consideration.

I was told the committee disagreed. I, for one, endorsed all the principles in those resolutions. Our timing may have been bad. We disagreed on method, but I do not think there was any disagreement on the principles involved.

We are told we are proposing to disrupt the A.L.A. At the start of our first meeting the chairman asked the committee, "Do you believe A.C.R.L. should leave A.L.A. without making any proposals?" The answer was, "No!" He then asked: "Do you believe A.C.R.L. should leave A.L.A. if A.L.A. is not willing to consider proposals?" The answer was unanimously, "Yes!" The committee has not disagreed on those principles.

First, I am going to ask Dr. Ellsworth to read those incendiary proposals. We are going to give them a decent burial. But—be careful!—they may be loaded!

After these terrible proposals have been read, I am going to have the action of the Council read. That was more encouraging and points to a happy solution by which we can come to agreement with A.L.A.

Then Dr. Ellsworth will present the resolutions as we are asking you to adopt them, postponing action on the mimeographed resolutions. We are asking you to authorize your committee to negotiate with A.L.A., or to discuss with A.L.A., our mutual relationships, and to come to you later with a report.

We also want authority—possibly we have it, but we prefer to have you say we have it—to send out a request for a statement of preferences to all of the members of this association.

The committee acted democratically, and I want to repeat that the committee has unanimously agreed to the principles involved. We do not disagree on them and we do not like to be represented as disagreeing among ourselves on the principles involved in those resolutions.

I would like to say one personal word. I have been a member of A.L.A., I believe for forty-seven years. A.L.A. has been most kind to me. I have seen the A.L.A. grow from an association of 1000 or 2000 members to an association of 16,000. I have seen the A.C.R.L. grow from a section of 60 members to an association of 2000 members. I have seen that growth begin to stop, while a similar organization has grown rapidly, from 2200 to

a membership of 4400. I honestly believe that A.L.A. must decentralize more than it has. This policy was shown when the Third Activities Committee reported.

I believe that, for the sake of the A.L.A. itself, it must become more of a federation and that more authority and more autonomy must be given to its divisions.

If that can be obtained in no other way than by separation, then I would favor it, although I would be very much disturbed by it.

Dr. Ellsworth, will you read the resolutions which we are not presenting for adoption?

[A copy of the report of the committee and Council resolutions appeared in *Library Journal*, August 1946, p. 1005-10.]

CHAIRMAN BROWN: Is Miss Rothrock in the audience? Is Mr. Ulveling in the audience? Mr. Richards, will you come to the platform and read the action of the Council, as a representative of the Executive Board?

[Mr. Richards was not present.]

Dr. McDiarmid is a member of the Executive Board and also an ex officio member of the Council. I will ask him to read the resolutions adopted by the Council. These resolutions were most generous and kind and point the way to what we hope will be a path to complete understanding and removal of our present difficulties.

[Dr. McDiarmid read the resolutions adopted by Council.]

The committee has prepared a set of new resolutions. I shall ask Dr. Ellsworth to present those resolutions to you. He will read all the resolutions, and then I will ask you to discuss and vote on them one at a time.

[Dr. Ellsworth read the following resolutions:]

*Be it resolved,*

1. That in view of the action by A.L.A. Executive Board and Council at their respective meetings on June 16 and 17, any consideration of the mimeographed report of the A.C.R.L. Committee on Relations with the A.L.A. be postponed until the December 1946 meeting.

2. That the A.C.R.L. committee be authorized to discuss with the appropriate A.L.A. committee, the principles and details which affect the relations of the two associations.

3. That the committee be authorized to ob-

tain from A.C.R.L. members, statements of preferences on the services which should be rendered by national library associations.

4. That the Association of College and Reference Libraries express its great appreciation of the willingness of the A.L.A. Executive Board and Council to consider mutually the problems of relationships of the two associations. The A.C.R.L. is especially grateful for the thought and study the Executive Board has given to this subject and for its expressed willingness to consider and study fundamental changes in its organization which will affect all divisions.

CHAIRMAN BROWN: Dr. Ellsworth, will you now reread the first resolution, so that it may be discussed and voted upon?

[Dr. Ellsworth reread the paragraph.]

At least one person disagrees with that. We want that for the record. Are there any remarks? This is a motion to postpone consideration of the mimeographed report of the committee until the December meeting.

JOHN HOWARD KNICKERBOCKER [Gettysburg College, Gettysburg, Pa.]: Is it the intention of this resolution to come to a conclusive action at the December 1946 meeting?

CHAIRMAN BROWN: That would be up to the Association. Whatever action it wanted to take then would be taken.

MR. KNICKERBOCKER: Comparatively few librarians are able to attend the Midwinter Conference, and because of that fact any action crystallized at the midwinter meeting would seem dangerous—any final action, that is.

CHAIRMAN BROWN: I imagine the committee would recommend a plebiscite. I know if I were a member of the committee at that time, I would certainly ask for a plebiscite, by mail vote, of all the members.

It would be possible to express approval or disapproval, in principle, as an expression of that group.

MR. KNICKERBOCKER: I find that the general membership of the A.L.A. would be equally interested in whatever action is taken. So if there is a plebiscite, it would have to apply to the whole membership of the A.L.A.

CHAIRMAN BROWN: I do not think I agree with you, because the Association of College and Reference Libraries would be the ones to vote on any action by this association.

MR. KNICKERBOCKER: On the surface, it would seem so. But the wide interest in this has been generally indicated, and, if one divi-



sion takes any action, the others would also want to do likewise. For that reason, I think they should be informed and perhaps consulted.

CHAIRMAN BROWN: They will be informed and consulted, but to ask them to vote on resolutions which for the time being affect only this division, I would certainly question.

Are there any other remarks?

Do you wish to make any motion, Mr. Knickerbocker?

MR. KNICKERBOCKER: I should like to move that any final action be postponed until the annual conference in 1947 of the American Library Association, rather than taking any definite and conclusive action at the midwinter meeting in December of 1946.

CHAIRMAN BROWN: You have heard the motion to postpone any definite action until the annual conference in 1947. Is there a second to the motion?

[The motion was seconded.]

MR. KNICKERBOCKER: I said "final action." Obviously, it should not preclude discussion on any action, but the final action on those subjects should be taken at the annual conference in 1947.

CHAIRMAN BROWN: If I were a member of the committee at that time, I do not think we would be ready for final action. This would tie in. The motion was made and seconded.

SECRETARY PARK: I understood that the plan was for this committee to take a mail vote, asking approval or disapproval of whatever propositions they have to submit. If we do that, I think we will have a much fuller representation of the opinion of our members at large than we can secure at any conference, either the midwinter or annual.

Certainly the annual conference next year, which is to be held in San Francisco, a long way off for a good many of our members, will probably be a small conference. For these reasons, Mr. Chairman, I am opposed to the motion that has been made.

CHAIRMAN BROWN: Are there any further remarks?

MRS. ADA J. ENGLISH [New Jersey College for Women, New Brunswick, N.J.]: It seems to me that a good deal of it depends on how much time we have to think about this before the meeting in December. If the A.L.A. takes action sufficiently early so that

we have time enough to get the resolutions before the membership for serious consideration, I think then we might very well vote upon it in time to have it brought before the group in December, but otherwise we ought to put it off. That is my only comment upon it. I think we should have time enough to give serious consideration to so serious a problem.

CHAIRMAN BROWN: There may be some action by your committee, meeting with A.L.A., in October, before the budget is decided upon. That would require some action at the December meeting. It does not necessarily have to be final action, but some action might be necessary.

Are there any further speakers?

[The motion was put to a vote and defeated, there being one vote in the affirmative.]

CHAIRMAN BROWN: The motion is defeated, with one vote in the affirmative.

Now we are voting on the original resolution.

[Dr. Ellsworth reread the first resolution. A motion to adopt the first resolution was made and seconded.]

Dr. Ellsworth read the second resolution. A motion to adopt the second resolution was made and seconded.]

CHAIRMAN BROWN: Is there any discussion?

[The motion was carried unanimously.]

Dr. Ellsworth read the third resolution. A motion to adopt the third resolution was made and seconded. The motion was carried unanimously.]

Dr. Ellsworth read the fourth resolution. A motion to adopt the fourth resolution was made and seconded. The motion was carried unanimously.]

CHAIRMAN BROWN: Upon receipt of a note from one of my colleagues—I have not polled the committee—I think it might help the committee if we had a showing of hands on the principles proposed in the mimeographed resolutions, as a basis for discussion with the A.L.A. committee. That would be a statement of whether you approve of those resolutions, simply as a basis for discussion with the A.L.A. committee. Is that a fair question? I do not mean the wording of the resolutions, just the principles. And this is simply an expression of opinion.

We are proposing to request your personal opinion on the mimeographed resolutions, as a basis for discussion by your committee with the A.L.A. committee. It is not binding in any way. It is simply a statement to guide your committee.

Does anyone object to having a showing of hands on such a question?

G. FLINT PURDY [Wayne University, Detroit]: I would suggest you take them one at a time.

CHAIRMAN BROWN: All right, we will take them one at a time. If there are no objections to our doing this, in a democratic way, I will ask Dr. Ellsworth to read them one at a time. Will you read the first one?

DR. ELLSWORTH: "Dues will be collected by A.C.R.L. headquarters for all institutional and personal members who desire to affiliate."

CHAIRMAN BROWN: The main purpose of that is from the standpoint of economy. We can do it more cheaply than A.L.A. Will those who are in favor of that, as a basis for discussion, raise their hands?

[A majority of the group raised their hands.]

CHAIRMAN BROWN: Those opposed?

[Four or five persons raised their hands.]

CHAIRMAN BROWN: It has been suggested we take a count on these. Will those in favor please stand up; opposed.

[The count was 89 in favor; 7 opposed.]

DR. ELLSWORTH: "A.C.R.L. is to receive and control a share of the income from the A.L.A. endowment in accordance with the ratio its membership bears to the total membership of the A.L.A."

[A count was taken: 101 in favor; none opposed.]

DR. ELLSWORTH: "A.C.R.L. will allot to the A.L.A. on an annual basis certain funds for the maintenance of the A.L.A. Headquarters, the amount to be determined later. It may also allot to A.L.A. funds for special projects at A.L.A. Headquarters which it believes desirable for college and reference libraries. It may allot funds to its own boards and committees and to other organizations or individuals for projects which in the opinion of its board of directors are beneficial to college and reference libraries."

[A count was taken: 100 in favor; none opposed.]

"A paid executive is to be appointed with

such stenographic and clerical assistance as may be necessary."

[A count was taken: 100 in favor; none opposed.]

"Unless the A.L.A., within a reasonable time, possibly before the end of this year, indicates a willingness to consider favorably a reorganization in accordance with the above mentioned principles, the Committee on Relationships to A.L.A. is instructed to proceed as rapidly as possible with proposals for the organization of a separate association. It may, however, consider also the possibility of a union with some other national organization such as the Special Libraries Association."

CHAIRMAN BROWN: I want to point out that phrase, "indicates a willingness." It does not ask the A.L.A. to accept those proposals, but just to indicate a willingness to consider them. The phrase was carefully worded. I did it myself. It does not say that A.L.A. must accept those proposals.

Will those in favor please stand up? Remember, this is simply for the information of your committee. I am not asking for a vote.

[A member of the group objected, stating it seemed like a vote.]

It is not a vote. It is simply an expression of opinion, for your committee's guidance in discussing this with A.L.A. If Miss McCrum disagrees with me, will she please say so?

[President McCrum did not interrupt. A count was taken: 55 in favor; 41 opposed.]

That is purely theoretical now, because A.L.A. has already agreed to appoint a committee to discuss this with us, and that was the least important of the five resolutions.

Miss McCrum, will you take the chair now? I wish to bring up one or two matters.

[President McCrum reassumed the chair.]

MR. BROWN: I wish to bring in the following recommendation from the committee. It was not read to you previously. The committee moves that when this session adjourns, it adjourns to meet in December 1946 at Chicago. This adjourned meeting is to be considered a continuation of this session.

It is only at the annual business meeting that amendments can be made, and as we want some amendments later, we would like

the December meeting to be a continuation of this business meeting.

PRESIDENT MCCRUM: It has been moved that the December 1946 meeting in Chicago, the midwinter meeting, be voted a continuation of this business meeting, for the purpose of transacting affairs. Do I hear a second to that motion?

[The motion was seconded.]

PRESIDENT MCCRUM: Is there any discussion?

[The motion was carried, with one negative vote.]

MR. BROWN: I am making the following motion on my own initiative, without any consultation with the committee and merely as a member of A.C.R.L.

One person said he thought the committee ought to be discharged and a new committee appointed by the association, so that you would not have the same group carrying on the discussions with A.L.A.

I move that this be considered the final report of the present committee and that the committee be discharged and a new committee appointed.

PRESIDENT MCCRUM: I do not mind saying that is a bombshell for me. I think it is rather hard on me!

You have heard the motion. Is there a second?

[The motion was not seconded.]

PRESIDENT MCCRUM: I am no parliamentarian. I presume the motion fails since it has not received a second.

[It was agreed that was correct.]

PRESIDENT MCCRUM: I think that all of us realize, from what has gone on here this afternoon, with what a hard task our committee was faced and with what high ideals of loyalty to our profession and to us they have performed. I am proud of them and proud of you!

It has occurred to me that all of the members of this group may not be as familiar with the history and background of this whole situation as a few of us are and that those members would welcome from me a statement of what led the directors to appoint this committee.

I feel sure that all of you are not interested in this historical review and, therefore, I am not going to ask the whole audience to stay. After the secretary has made an announce-

ment, I will declare the meeting adjourned for all who wish to leave. Any who wish to stay for this brief informative review on background are invited to do so.

Mr. Park, will you come to the platform, please?

SECRETARY PARK: There has been some uncertainty about publication of the papers presented at the meetings of this section. Dr. White assured me last night that *College and Research Libraries* would be glad to receive, for publication, all of the papers—those presented at our general sessions and those presented at all of the sectional meetings.

May I ask the officers in charge of the sectional meetings to see that those manuscripts of papers are forwarded to the editor, and will you kindly, at the same time, drop me a note to let me know they have been sent?

PRESIDENT MCCRUM: There remains one final act for me, which gives me a great deal of pleasure. I want my successor, your next president, Dr. McDiarmid, to rise and be recognized.

And now, for all except those who wish to chat with us a few minutes about our problems, the meeting is adjourned.

[The meeting adjourned at 4:10 P.M.]

PRESIDENT MCCRUM: You are in haste to be gone, so I shall try to be brief and I shall ask you to help me by concentrating on what I am going to say.

I think there are some members of the A.C.R.L. who wonder why the Committee on Relations with the A.L.A. was appointed, and the thought has been expressed that all of our members should know the background of the whole thing. While that background is covered in published papers that go back to 1930, it takes a good deal of pulling together, and I shall be glad if I can cut short that process for you.

The most immediate source of information—sources that each of us should reread with much care—are the symposium published in *College and Research Libraries*, April 1946, p. 145-63, and the article I was invited to write for the *A.L.A. Bulletin*, for the same date, p. 115-18. But the immediate history, as Mr. Brown has said, goes back as far as the work of the First Activities Committee of the A.L.A., when, in 1930, that group made

stringent criticisms of the direction in which A.L.A. was proceeding. (Certainly, we members of A.L.A. have been courageous in making and taking self-criticism. I once heard the Dean of Westminster, speaking of English and American relations, say that only friends could afford to quarrel; perhaps the same statement applies to criticism.)

The criticism made by the First Activities Committee was repeated so many times through the years that a bibliography on the subject recently compiled by Julia Wright Merrill includes nineteen items. The College and Reference Section, the College Library Advisory Board, A.C.R.L. itself, and various individuals all expressed the belief that scholarly and bibliographical work, which is thought to be the province of librarians in educational and research institutions, had been neglected in favor of general informational and recreational functions of the type of library we are accustomed to call "public."

For myself, I am not very sympathetic to these categories, believing as I do that all libraries have functions that cut across scholarly lines and that these functions do not depend exclusively upon whether the library is public, college, or research in character.

It was, however, in support of those functions that contribute to the increase of knowledge, the development of research, and the bibliographical services which are permanent contributions to the profession, that criticism from 1930 to the present time has been expressed. Over the years the Executive Board of the A.L.A. heard various proposals for the development of such services; heard them with sympathy and approval in principle, but reported always that funds were lacking for the support of a specialist to head up the work at Headquarters or to execute any of the other alternate proposals that were made.

In the meantime, other activities of A.L.A. continued to grow, while A.C.R.L. scrimped along in poverty on an allotment of 20 per cent of the dues we ourselves paid into the A.L.A. treasury. Moreover, if our salaries are such that our A.L.A. dues are only two dollars a year, none of it comes back to A.C.R.L. Although we have had as many as 2350 members of A.C.R.L., our total operating budget that comes back to us from A.L.A. is something like \$1800 a year.

The Public Library Office, on the other

hand, has a budget of around \$14,000, while A.C.R.L. limps along with no office and on a volunteer basis. Our secretary, for example, has a vigorous job of organization and administration to do. He is, also, consulted about all sorts of college library problems. He sends out our ballots. He makes arrangements for these meetings. Only two hundred dollars to cover the bare minimum of clerical work, postage, etc., can be made available to him. Each year the directors must scan the budget with painful care, trying to find a few dollars above the usual fifty-dollar allotment for a section that has ideas and wishes to do something that costs money.

Your treasurer and your president had been part of a larger group associated with Winifred Ver Nooy when she was president, to bring this whole thing to the attention of the Executive Board of the A.L.A. In June 1945 these two officers were invited by the Executive Secretary of the A.L.A. to a meeting of the Budget Committee of the national association on Oct. 5-6, 1945. It was evident, however, when Mrs. Cooper and I arrived at the October meeting, that at that late date no recommendation for dropping old activities and substituting those recommended by A.C.R.L. could possibly be effected, and so there we were at the same old stalemate. One proposal for the future was, nevertheless, evolved by Ralph A. Ulveling, then A.L.A. President, and the Budget Committee. It looked to the reorganization of the Department of Information and Advisory Services at Headquarters, with a specialist in college and research libraries included. On Dec. 27, 1945, the Executive Secretary of the A.L.A. reported that those services as planned would show a deficit of around \$7000 a year and so could not hope to be approved or to be started. It was after this last report that the Board of Directors of A.C.R.L. decided the time had come to see what action was indicated and what plans to relieve the situation should be submitted for your consideration. Mr. Brown's committee was, therefore, appointed to study our relations with the A.L.A. and it has operated entirely in the interest of finding a solution for us.

Are there any questions?

MR. BROWN: You might add that when

(Continued on page 180)



# AMENDMENTS TO THE CONSTITUTION AND BY-LAWS OF THE ASSOCIATION OF COLLEGE AND REFERENCE LIBRARIES

THE FOLLOWING amendments to the constitution and by-laws of the A.C.R.L. were passed by members of the association present at its general session at Buffalo last June and at Chicago on December 29, the latter being a continuation of the Buffalo meeting.

The amendments to the by-laws became effective when first passed. The constitution itself, however, may be amended only "by a two-thirds vote of members present at any general session of two successive annual conferences . . . , provided that notice of the proposed amendments is published in the official publication of the association not less than one month before final consideration." The amendments to the constitution here published will not, therefore, become effective unless they are again passed at the next annual conference in June 1947.

A proposal to change the name of the organization from the Association of College and Reference Libraries to the Association of College and Reference Librarians was lost at the December meeting for want of the necessary two-thirds majority.

In the following text of these amendments, deletions are enclosed in brackets and additions are printed in italics.

## Article IV. Membership

Sec. 5. Life Memberships. *Contributors to life membership in the A.L.A. whether before or after July 1, 1940, may be received as life members in the A.C.R.L. by complying with conditions as provided in the By-Laws.*

Sec. [5] 6. Suspension and Reinstatement.

## Article V. Officers

Sec. 1. Officers and Duties. The officers of the association shall be a president, a vice president, [a] *an executive secretary*, and a treasurer, who shall perform the duties usually attached to these offices.

Sec. 2. Terms. The president and the vice president shall be elected from the membership of the association and shall serve for one year or until their successors are elected and qualified. *The executive secretary shall be chosen by the board of directors and shall hold office at its pleasure.* [The secretary and] the treasurer shall be elected from the membership of the association and shall serve for three years, or until [their successors are] *his successor is elected and qualified.*

## Article VI. Board of Directors

Sec. 2. Members. The board shall consist of the president, vice president, retiring president, [secretary,] treasurer, three directors-at-large, the directors elected by the sections,

and the association representatives on the American Library Association Council who are serving the last year of their terms. *The executive secretary and the chief officer (or, in his absence, the vice chief officer, or the retiring chief officer, in this order) of each section [is an ex officio member] are ex officio members without vote.*

## Article IX. By-Laws

Sec. 1. Adoption, Suspension, and Amendments. By-laws may be adopted, suspended, and amended [by a majority vote of the members of the association present at any general session of any annual conference, upon a written recommendation of the Committee on Constitution and By-Laws appointed by the president], *upon a written recommendation of the Committee on Constitution and By-Laws appointed by the president and by a majority vote of the members of the association attending any general session of any annual conference or casting ballots in a vote by mail.*

## BY-LAWS

### Article I. Dues

Sec. 5. *A contributor to life membership in the A.L.A. after July 1, 1940, may be received as a life member in the A.C.R.L. by designating this division to the A.L.A.*

*Treasurer who shall allot to the A.C.R.L. treasury \$2.00 per year during the lifetime of the member.*

*A contributor to life membership in the A.L.A. before 1940 may become a life member in the A.C.R.L. by the payment of \$10.00 to this division, or an annual member of the division by the payment of 50 cents annual dues.*

#### *Article II. Nominations and Elections*

Sec. 2. Reports. The Nominating Committee shall report nominations to the executive secretary. . . . Nominations shall be published by the executive secretary. . . .

Sec. 3. Nominations by Others. Nomina-

tions . . . shall be filed with the executive secretary. . . .

Sec. 5. Elections.

(b) Sections.

The election of directors representing sections must be reported in writing by a section's chief officer to the executive secretary. . . .

The election of chief officers of sections, and vice chief officers, if any, shall be reported to the executive secretary in the same way and at the same time.

#### *Article VI. Years*

Sec. 2. Fiscal Year. The fiscal year of the association shall be [the calendar year] September 1 to August 31.

## Proceedings of the Business Session

*(Continued from page 178)*

you spoke of the dues, you said we receive 20 per cent of the dues. That, however, is true only of personal dues.

PRESIDENT McCrum: That is true. We get 20 per cent of the dues of personal members, not of institutional members. A late figure on the estimate of what we really pay into our parent Association is that it is at the rate of \$4 per person. If we have 2350 members and we multiply that by four—I shall not do it for you—that is quite a substantial sum, of which we get only some

\$1800.

There is one other thing. In 1941 a planning committee of the A.C.R.L., with Carl M. White as chairman, brought in a report recommending certain basic principles that should be followed in developing the A.C.R.L. Those recommendations, too, have lapsed for lack of funds with which to prosecute them.

If there are no questions, thank you very much for listening to me!

[The meeting was adjourned.]

## Personnel

FOR YEARS there has been a feeling among the college and reference librarians of the country that there should be a specialist in college and reference matters at the A.L.A. Headquarters. The fact that such a position was promised but never filled was one of the things that made some of the A.C.R.L. members critical of the A.L.A. The decision last June to use a small part of the Carnegie Endowment gave the necessary financial support, and last fall the Executive Board of the A.L.A. authorized the appointment of an executive secretary of the A.C.R.L. This executive secretary was to have his office at A.L.A. Headquarters and serve as the college and reference specialist that had been so long desired. It is heartening news that the position has been most satisfactorily filled by N. Orwin Rush who will begin his duties April 15.

Mr. Rush started his library experience as a page in the Wichita, Kan., City Library, but since library school days at Columbia his experience has been entirely in the reference and college field. In 1932 he began a four-year term on the staff of the Reference Department of the New York Public Library. From 1936 to 1944 he was librarian at Colby College,



*N. Orwin Rush*

Waterville, Me. The past year he has been librarian of Clark University, Worcester, Mass.

Mr. Rush has been an active and interested member of the Maine Library Association and the American Library Association. From the start he has been especially interested in the Association of College and Reference Libraries and is at present treasurer of that organization. His alert mind and friendly personality make him a good choice for this most important position.—*Paul North Rice.*

LOETA LOIS JOHNS has been appointed director of the Pacific Northwest Bibliographic Center to succeed Ralph T. Esterquest. Miss Johns assumed her new duties on Jan. 8, 1947.



*Loeta L. Johns*

She went to her new post in Seattle directly from Columbia, Mo., where she was acting executive secretary and research librarian of the Woman's Foundation, Inc. From 1937 through 1946 she was in continuous service at Stephens College in various capacities as a library expert and she is widely known for her activities with the Institute for Consumer Education. Prior to 1937 she was on the staff

of the Yale University Library and also had worked as assistant to the editor of the Dewey Decimal Classification. Her first professional position was with the University of Washington Library.

A graduate of the University of Washington School of Librarianship, class of 1928, Miss Johns received her M.A. degree from the same university in 1930. She was graduated *Magna Cum Laude* and elected to Phi Beta Kappa. While at the university she received a D.A.R. scholarship and was on the intramural debate winning team in 1927. She is a member of the A.L.A. Committee on Library Equipment and Appliances and has been actively interested in civic and social work in Columbia.

An extended list of publications by Miss Johns includes many items on consumer education and library science.

Though born in Charter Oak, Iowa, Miss Johns was reared in the Northwest and considers her home to be in Seattle. Her many friends in the state welcome her return.

The Pacific Northwest Bibliographic Center is a cooperative venture supported by the libraries of the Pacific Northwest. Housed in the University of Washington Library, the bibliographic center includes a union catalog, subject bibliographies, and a trained staff to facilitate interlibrary loans and exchanges. The bibliographic center serves as an agency for locating and borrowing books and for carrying on other forms of cooperative library work.

The Pacific Northwest Library Association, which sponsors the bibliographic center, is composed of libraries in the states of Idaho, Montana, Oregon, and Washington, and the Province of British Columbia. The launching of the bibliographic center was made possible by a grant from the Carnegie Corporation of New York. Since its establishment all support has come from the participating libraries.—*Harry C. Bauer.*

**L**OWELL MARTIN, who has been a member of the faculty of the Columbia University School of Library Service since last fall, has become associate dean of the school, replacing Ernest J. Reece, who will return to a full-time teaching program after his present sabbatical leave terminates.

Dr. Martin, who was formerly on the faculty of the University of Chicago Graduate

Library School, comes to his new position with a varied background in librarianship. With practical experience in high school library work, college librarianship, and public library administration, Dr. Martin brings to his new position a point of view that should materialize into an aggressive attack upon present problems which are faced today in the training of librarians.



*Lowell Martin*

Throughout his career, Dr. Martin has been keenly interested in research in librarianship, especially in the major areas of administration and organization, bibliography and communications. His writings have demonstrated the possession of a sharp, analytical mind which is capable of bridging the gap between theory and practice. His past and immediate concern with problems of personnel and general administration are of especial significance to librarians of colleges, universities, and research organizations.

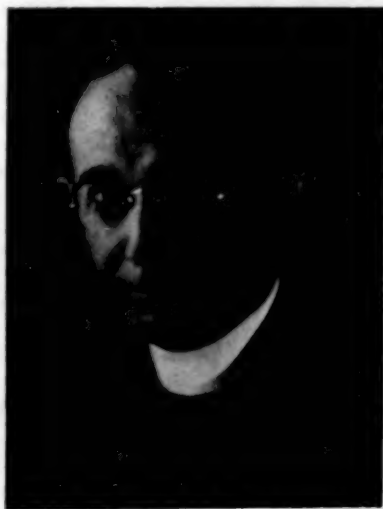
As executive assistant to Carl Roden, librarian of the Chicago Public Library, Dr. Martin was given a provocative series of assignments during the years 1940-43. The major task was the planning, organization, and administration of the experimental branch library at South Chicago. Other assignments included a study of the reorganization of the processing division of the system



and assistance in the formulation of a postwar branch extension program.

Dr. Martin has retained his extracurricular interest in the Great Books program, for which he had served as community coordinator in the Chicago metropolitan region. He is now chairman of the advisory committee of the Great Books program in the New York area.—*M.F.T.* and *B.C.H.*

**R**EV. FRANCIS A. MULLIN, Ph.D., M.S. in L.L.S., director of the John K. Mullen Memorial Library, the Catholic University of America, died on January 2. Born in Dubuque, Iowa, in 1892, Dr. Mullin was graduated from Columbia (now Loras) College and was ordained to the priesthood in St. Mary's Seminary, Baltimore. While professor of history at his college alma mater he was granted leave for graduate study at the University of Iowa and at the Catholic University of America and for medieval historical research in European libraries. From 1934 to 1936 he studied library science at the University of Michigan to prepare himself for a new assignment, the reorganization and development of the Catholic University of America Libraries into a research collection that would adequately serve the rapidly growing and important graduate schools and departments on that campus. An entirely new and greatly enlarged professional staff, a new cataloging



*Francis A. Mullin*

system, improved and departmentalized services, a doubled and finally redoubled budget to extend the book collections, were on the agenda to which he devoted himself enthusiastically, unswervingly, and successfully.

Dr. Mullin recognized the need for a library school on the graduate level to train librarians for Catholic schools and colleges and to provide a course of studies for professional candidates in the Washington area. In 1938 he organized the present department of library science, which soon after was approved by the A.L.A. Board of Education for Librarianship. At the time of his death over eighty students were enrolled, most of whom were training for college and university librarianship or for special librarianship in the various governmental agencies.

In spite of a serious heart ailment that curtailed most active work since 1940, Dr. Mullin maintained an alert and intensive directional part in the affairs of the library and the library school. He also enjoyed a wide correspondence with librarians, teachers, publishers, and authors throughout the country. But he was at his best in an interview or conference—a student with difficulties, a worried new faculty member or a tired older professor, a staff member with bad news from home or an administrative problem, a budding author, a colleague planning a new building, guests of the library, and others who came to consult him—all went away better and wiser for the experience. A suggestion, a word of advice, encouragement, or praise when it was most needed marked him as one with the human touch.

An acknowledged leader of the Catholic Library Association and a prominent member of many other library groups, Dr. Mullin would have been an even better known and valued associate had his health permitted continued attendance at professional meetings. As it is, his contributions to librarianship, over and beyond the library he organized, the library school he developed, and the projects he assisted and directed, have been the example he has set for those who have known him, the professional ideals he taught, and the virtues he lived. He was a scholar but a vitally human one, a bookman of wide interests with a delightful sense of humor, an effective librarian, and a priest who was close to the people he served.—*James J. Kortendick, S.S.*

## Appointments

Wyllis E. Wright, who has been librarian of the Army Medical Library since June 1945, assumed his duties as librarian of Williams College, Williamstown, Mass., on January 1. A biographical sketch of Mr. Wright appeared on page 361 of the September 1945 issue of *C.&R.L.*

Francis R. St. John, chief of the circulation department of the New York Public Library, became the director of libraries of the Library Service Division, Veterans Administration, Washington, D.C., on January 1. While on military leave from the New York Public Library, he was in charge of the reorganization program of the Army Medical Library. For his work in developing this important medical research library, he was awarded the Legion of Merit.

The following new appointments have been made at the Alabama Polytechnic Institute Library, Auburn: J. G. Baker, head of the catalog department; A. Orin Leonard, circulation librarian; Walter B. Scott, acquisitions librarian; Julia W. Rotenberry, fine arts librarian.

David W. Davies, librarian and assistant professor of education at Utah Agricultural College, has been named director of libraries of the University of Vermont.

James Humphry, III, chief of the map division of the reference department of the New York Public Library, became librarian of Colby College, Waterville, Me., on February 1.

Ian Forbes Fraser, of the French department of Columbia University, has been appointed director of the American Library in Paris. William K. Harrison, III, has been named librarian, and Ruth McBirney, reference librarian. All three sailed for Europe on the *Queen Elizabeth* on February 5.

Robert W. Christ, head of the reference department of the Grosvenor Library in Buffalo, has been appointed chief of information service, reference division, U.S. State Department.

Scott Adams, chief of the acquisitions division of the Army Medical Library, has become the acting librarian of the library.

Jane L. McDaniel is now head cataloger of the Georgia School of Technology at Atlanta.

Walter W. Ristow, chief of the map divi-

sion of the reference department of the New York Public Library, has become assistant chief of the division of maps of the Library of Congress.

Richard J. Hurley, divisional librarian in education of the University of Nebraska, is now assistant professor of the department of library science, University of Michigan.

Ruth Harry has been appointed reserve librarian of Washington University at St. Louis.

Janet Bogardus, librarian of lending service of the Columbia University Libraries, is now librarian of the School of Business Library at Columbia.

Mrs. L. Reed Joost is now in charge of documents at the University of North Carolina Library.

Elizabeth Tarver has been appointed head of the catalog department of the West Virginia University Library at Morgantown.

Kathleen Schwab has been appointed reference librarian of the Schaffner Library of Northwestern University.

Donald B. Engley, recently in residence at the Graduate Library School of the University of Chicago, has been named librarian of Norwich University, Northfield, Vt.

Ruth Miller is now assistant librarian at Mohawk College, Utica, N.Y.

Eleanor Harkins, formerly associate professor in library service of the Mississippi State College for Women, is now head librarian of the Delta State Teachers College Library, Cleveland, Miss.

Robert E. Booth, editor and bibliographer of University Microfilms, Ann Arbor, has been appointed head of the reference department, Peabody Institute Library, Baltimore.

Dorothy Hammell is now head of the education library of the University of Southern California at Los Angeles.

Allan R. Laursen, former librarian of Pacific University, Forest Grove, Ore., is librarian of the College of the Pacific at Stockton, Calif.

Mrs. Regina Barrington has succeeded Lucille Shanklin as librarian of Friends University, Wichita, Kan.

Marion J. Ewing is acting librarian of the Pomona College Library, Claremont, Calif.

Vilma Proctor Jacobs is now librarian of

the School of Medicine of the University of Southern California.

Lucile Dudgeon, recently returned from Bombay, has been appointed field program officer, Division of Libraries and Institutes, Office of International Information and Cultural Affairs of the State Department.

Lewis M. Ice, formerly associate director of research for the United Seaman's Service, is now librarian of Sampson College at Sampson, N.Y.

James A. Hulbert is now librarian of Talladega College, Talladega, Ala.

Frances L. Yocum, assistant librarian of Humboldt State College, Arcata, Calif., has been made head of the catalog department of the University of North Carolina Library at Chapel Hill.

Harry Bitner, reference law librarian of the University of Pennsylvania, has been appointed associate law librarian of Columbia University.

Mrs. Alice Palo Hook, former head of the acquisition department of the University of Cincinnati Library, is now assistant librarian of the Historical and Philosophical Society of Ohio.

Helen Giffin Hauck, formerly librarian of Blackburn and Westminster College and more recently post librarian, Perrin Field, Sherman, Tex., became chief of the circulation and

reference department of the Rensselaer Polytechnic Institute Library, Troy, N.Y., on January 1.

Muriel Gundren Richardson has resigned as chief cataloger of Tulane University Library to accept the position of head cataloger at Rensselaer Polytechnic Institute Library, Troy, N.Y.

Kanardy L. Taylor, chief of public services of the John Crerar Library, Chicago, has been named assistant librarian. The retirement of J. Christian Bay as librarian of the library was announced simultaneously. An article on Mr. Bay will appear in the July issue.

Ralph T. Esterquest, who has been director of the Northwest Bibliographic Center, is now head of processing at the University of Denver.

Randolph W. Church has been named librarian of the Virginia State Library at Richmond.

The University of Chicago has announced the following major staff appointments: Allen T. Hazen as director of libraries, and Herman H. Fussler and Jesse H. Shera as assistant directors.

Ralph H. Parker, director of libraries of the University of Georgia, has been named librarian of the University of Missouri, succeeding Benjamin E. Powell.

## Necrology

Joseph Quincy Adams, director of the Folger Shakespeare Library in Washington, died on November 10 at the age of 65. Dr. Adams had been director of the Folger library since 1931.

Homer E. Robbins, director of the Pomona College Library, Stockton, Calif., professor of classical history and languages at Pomona, and mayor of Claremont, Calif., died in Claremont on October 31.

## Recent Personnel Changes in European Libraries

### AUSTRIA

Salzburg, Studienbibliothek. Dr. Ernst von Frisch retired in 1946 and was succeeded by Dr. Josef Hofinger, formerly of the Nationalbibliothek in Vienna, as director.

### BELGIUM

Brussels, Koninklijke Bibliotheek. M. Victor Tournier reached the legal retirement age in 1943 and was pensioned on Aug. 1, 1943. From Aug. 1, 1943, to Oct. 17, 1943, M. Auguste Vincent served as "hoofdconservator ad interim." On Oct. 17, 1944, Dr. Fr. Lyna was appointed chief librarian.

Liège, Universiteitsbibliotheek. M. Joseph Brassinne reached the legal retirement age in 1942 and was pensioned on Feb. 1, 1942. Mme. J. Gobeaux-Thonet was appointed chief librarian to succeed him on Sept. 1, 1942.

### SWITZERLAND

Basel, Freie Städtische Bibliothek. Herr Hans Brenner-Eglinger retired on May 31, 1944, and was succeeded by Herr Alexander von Passavant as director.

Bern, Schweizerische Landesbibliothek. Dr. Marcel Godet retired on Dec. 31, 1945, and was succeeded by Dr. Pierre Bourgeois on May 1, 1946, as director.

Bern, Stadt- und Hochschulbibliothek. Dr. Hans Bloesch died on Jan. 28, 1945. Dr.

Hans Strahm succeeded him in September 1946 as director.

La Chaux-de-Fonds, Bibliothèque de la ville. M. William Hirschi retired on Apr. 30, 1943, and was succeeded by M. Jules Bailods as director.

Chur, Bündner Kantonsbibliothek. Dr. Friedrich Pieth retired on Dec. 31, 1939, and was succeeded by Dr. Gian Caduff on Jan. 1, 1940, as director.

Fribourg, Bibliothèque cantonale. Professor Gaston Castella retired on Oct. 27, 1942, and was succeeded by Dr. François Esseiva on Oct. 28, 1942, as director.

Geneva, Bibliothèques circulantes. Mlle Hélène Rivier retired in August 1941 and was succeeded by M. Dujardin as director.

Glarus, Landesbibliothek. Herr Hans Schieser retired in 1944 and was succeeded by Dr. Jakob Winteler as director.

Lugano, Biblioteca cantonale. Sr. Francesco Chiesa retired in 1941 and was succeeded by Dra. Adriana Ramelli as director.

St. Gallen, Staats-Archiv und Bibliothek. Herr Josef Anton Müller-Haene retired in January 1944 and was succeeded by Dr. Karl Schonenberger as director.

Sion, Bibliothèque cantonale et archives d'État. Dr. Leo Meyer retired on Aug. 31, 1941, and was succeeded by M. André Donnet as director.—*Lawrence S. Thompson.*



# News from the Field

## *Acquisitions, Gifts, and Collections*

John Peter Zenger, publisher of the New York *Weekly Journal*

was arrested in 1734 and brought to trial for libel against the government in the person of Gov. William Cosby. The trial and ultimate acquittal of Zenger struck an important blow for freedom of the press in America. Yale University Library has acquired the most complete file of Zenger's paper now in existence. It includes numbers one through one hundred fifty-four and covers the period from Nov. 5, 1733, to Oct. 18, 1736. The gift of Frank Altschul, of New York, the file includes issues ordered burned at the time of the trial. Robert Olney Anthony, of Brooklyn, presented his Walter Lippmann collection, consisting of more than 1300 items to Yale University Library. This material supplements an earlier gift to Yale from Mr. Lippmann of several of his manuscripts, a large number of his letters, and other items.

Northwestern University has acquired the library of the late Frederick W. Gookin, East Asiatic art expert. The collection consists of books on Oriental art, chiefly Japanese, as well as books on Oriental history and civilization. Northwestern has acquired the rare *Magazine of Travel*, published in Detroit during 1857. This periodical contains W. P. Isham's "Sketches of Border Life," an extremely interesting account of life in early western railroad construction camps. Other items of interest are found in this magazine which serves as an important source for historians interested in the opening of the West.

Nicholas Murray Butler has presented to Columbia University Library fifteen bound volumes and two unbound volumes of his personal correspondence with nine presidents of the United States. Dr. Butler has asked that the volumes be kept "entirely confidential during my lifetime." The letters cover the period from 1891 to 1946. Dr. Butler has also presented to Columbia twenty-two file cabinets of correspondence, fifteen volumes of his published addresses, and other items of significance gathered during his long career.

The new Princeton library has received a gift of \$50,000 from Charles Scribner's Sons. The gift came from Charles Scribner in memory of members of the Scribner family who had graduated from Princeton.

The private library of the late Douglas C. McMurtrie, Chicago typographer, has been purchased jointly by the University of Chicago, the University of Illinois, and Northwestern University.

Mrs. Alma M. Werfel, widow of Franz Werfel, presented a collection of several hundred books and several thousand pieces of manuscript belonging to her husband, to the Los Angeles campus of the University of California. This collection will be known as the Franz Werfel Archives and will be housed in the rare book room of the library.

The music library on the Los Angeles campus of the University of California has been given a complete collection of the 344 published songs of the late Jerome Kern. The collection was donated by Mrs. Kern as a memorial to her husband.

The University of California, Los Angeles, has also received a seventeen-volume set of Icelandic history and literature. Included in the set is a manuscript outlining the Norse discovery of America. This series of volumes is considered essential to any study concerned with the legal institutions, prose and poetic literature, and the linguistic history of the Scandinavian North.

The University of California, Los Angeles, has recently purchased the reference library of the National Unionist Association of London. The history of the association stretches back to 1867. Originally it was a federation of local branches of the Conservative Party. Since 1884 it has been a part of the machinery of the Conservative Central Office. The "Unionist" label was adopted by the Conservatives during the controversy over Home Rule to emphasize their support of the Union of Great Britain and Ireland. The collection contains books published in England between 1880 and 1925 concerned with the main questions of the day, economic, political, and social.

The Alderman Library of the University

of Virginia recently received from Harcourt Parrish, of New York, what may be a unique copy of the 1558 edition of Martin Cromer's *De Origine et Rebus Gestis Polonorum*. The McGregor Library (American history) of the University of Virginia has been presented with a rare file of early American newspapers by Garland M. Barksdale and his son Edward M. Barksdale, of Petersburg, Va. The file includes issues of the New London, Conn., *Bee* (1800-01), the Richmond, Va., *Argus* (1799-1805), and the Petersburg, Va., *Virginia Gazette and Petersburg Intelligencer* (1796-1805). This last item is apparently the most complete file of that rare Virginia paper available in any library.

Sweet Briar College Library recently completed the cataloging of a valuable collection by and about George Meredith. Most of this material was collected by Professor Elmer James Bailey and willed to the college some years ago. The collection contains 450 items (books, manuscripts, pamphlets, periodical articles, portraits, and clippings). It includes thirty-one first editions. One item of interest is a bronze medallion of Meredith's profile, the work of Theodore Spicer-Simpson. Only three medallions were struck, the other two are owned by the British Museum and by Lord Morley.

The library of the College of William and Mary has received from Col. John Womack Wright, an alumnus, his personal library. The core of this collection is composed of more than one thousand volumes on Napoleon and the Empire. Over one thousand three hundred manuscripts relating to the business activities of Richard Blow (1746-1833) of Tower Hill, Sussex County, Va., have been presented to the College of William and Mary Library by Edward Jeffcott, of New York. Blow was a shipowning magnate who dominated commercial activities in southside Virginia during the late eighteenth and early nineteenth centuries.

The University of North Carolina is actively adding to its already extensive collection of public documents of the colonies, states, and territories. Microfilm copies of various legislative journals and session laws are being prepared for the university library through the efforts of Prof. W. S. Jenkins who is on leave for the purpose of complet-

ing the Legislative Microfilm Project for the Library of Congress. The University of North Carolina as well as the Library of Congress will receive a copy of each film roll.

Washington University Library, *Buildings* St. Louis, is recataloging its collection and planning a building program. The building program is based on a five-year expansion of stack space. Plans are being made for a new library building which will have a capacity of one million books. It is hoped that the new building will be completed by 1951.

On January 6 the University of Illinois opened its new Chicago Undergraduate Division at Navy Pier, three thousand feet from shore on Lake Michigan. This new library is a branch of the two-million-volume university library at Urbana. Four thousand men and women are matriculated in the Chicago Undergraduate Division. There is a faculty composed of over two hundred members. The library provides an open-shelf reading room measuring eighty by two hundred and twenty feet. The room has a seating capacity of eight hundred. Fluorescent lighting, rubber-tiled floors, and generous work room space provide ample facilities for students and staff.

David K. Maxfield, formerly acting head of Cooper Union Library in New York, is librarian. His chief assistant is Walter Southern, formerly head of the Research Department of the Engineering Societies Library, New York.

Plans call for a collection of twenty-five to forty thousand volumes within the next four years. The goal for the current academic year is ten thousand volumes.

In the spring of 1946 the U.S. Office of Education appointed the Citizens Federal Committee to investigate and report on the crisis in the teaching profession. The committee held a three-day session in October and considered the major problems in American education. The committee is the first national body of laymen that has been appointed to advise the Office of Education on all phases of American education. The next meeting

was on March 17 and considered pending federal legislation concerned with education.

On December 6 the 59th meeting of the Conference of College and University Librarians of Southern California was held at Whittier College. One of the topics discussed was library buildings.

During the A.L.A. midwinter meeting a number of librarians of theological institutions gathered to discuss common problems and the possibility of a future organization. As early as 1916 a Round Table of Theological Librarians was established at the Asbury Park Conference of the American Library Association. In 1917 the name of the group was changed to the Round Table of the Libraries of Religion and Theology. As the years passed meetings came to be more and more devoted to interests and needs of librarians concerned with religious collections in public libraries. It was the consensus of opinion at the 1946 meeting that a separate need existed for the formation of a group concerned with problems and responsibilities peculiar to libraries of theological seminaries. It was proposed that a committee representing these institutions be formed and that it continue to cooperate with the larger organization.

An executive committee has been appointed to work with the American Association of Theological Schools in projecting plans for a conference. Members of this committee are Robert F. Beach, librarian, Garrett Biblical Institute, Evanston, Ill.; John F. Lyons, librarian, McCormick Theological Seminary, Chicago; and Evah Ostrander, librarian, Chicago Theological Seminary.

An Assembly of Librarians of the Americas will be held at the Library of Congress in the spring of 1947, as part of the cultural relations program of the Department of State, in cooperation with the governments of the various Latin American republics. The assembly will open on May 12, 1947, and will continue for a period of eight weeks.

The Medical Library Association will hold its 46th annual meeting in Cleveland, May 27-29, at the invitation of the Cleveland Medical Library Association, with headquarters at the Wade Park Manor. Among the topics to be discussed are visual aids and speakers will include Dr. Morris Fishbein and Dr. W. B. McDaniel, II.

A release from the U.S. Curriculum Office of Education reported that during the fall term more than two million students, a 50 per cent increase over the previous peak enrolment, were attending colleges and universities in the United States. Of this total, approximately one-half were veterans. In 1945 less than fifty thousand veterans were enrolled in schools of higher education.

The third summer training course in the preservation and administration of archives will be offered by the American University, Washington, D.C., July 28-August 23.

Yale University's National Recordings Voice Library continues to grow. A recent addition to this collection which contains recordings of such famous Americans as Woodrow Wilson, Theodore Roosevelt, and William Jennings Bryan, was a sound record of the addresses marking the close of the special convocation held at Yale last October. The speakers whose voices were thus preserved were President Seymour, Professor Chauncey B. Tinker, and Wilmarth S. Lewis. The National Voice Library was originally presented to Yale in 1942 by Robert Vincent, now chief of the United Nations Sound and Recording Section.

An "Interim Report of the Publications Survey of the Public Libraries in New York State" has been issued by the Division of Research of the New York Department of Education. It deals only with the state's functions, concentrating on the equalization of library service to all the people of the state.

The November 1946 issue of *The Southern Association Quarterly* contains historical sketches of Agnes Scott College, Mercer University, Millsaps College, Our Lady of the Lake College, University of Chattanooga, University of Georgia, University of Richmond, and the Ursuline Academy, New Orleans.

The Tekniska litteratursällskapet, the Swedish society for technical documentation, has issued Åke Davidsson's *Periodica Technica Abbreviata*, the first of a series of handbooks. This is a list of 2100 initial abbreviations of technical and scientific periodicals and

other serial publications issued by institutions, societies, and commercial firms. A special section of Russian abbreviations is included.

The Kungl. Tekniska Högskolans Bibliotek, Carl Björkman, librarian, has issued a new list of accessions, covering the period June 1941-May 1945. It is arranged by broad subjects and contains a detailed index.

The University of California has issued *Personnel Rules for Non-Academic Employees* (1947) which is concerned with the privileges and obligations of members of the staffs in all divisions of the university, including the libraries. Such matters as classification of positions, compensation, recruitment, hours of service, vacations, jury duty, leaves of absence, and transfers, are some of the subjects discussed.

The Oklahoma Agricultural and Mechanical College has published *A Notation for a Public Documents Classification* by Ellen Jackson. The notation system should be extremely useful to libraries which arrange their documents together. The notation was developed to designate by code the relative position of all public documents—federal, state, county, municipal, interstate, foreign, and international—in an alphabetical arrangement by issuing office.

The *Directory of Microfilm Services in the United States and Canada*, compiled by the Committee on Microfilming and Documentation of the Special Libraries Association (Jurgen G. Raymond, chairman), is a useful list for librarians who wish to have ready information concerning the microfilm facilities in American and Canadian libraries and other agencies. The pamphlet contains information on the copyright question, how to order microfilm, and geographical lists of institutional services and commercial services. Copies may be purchased from the Special Libraries Association, 31 E. Tenth St., New York City.

The first issue of *Biologia*, a monthly newsletter to supplement *Chronica Botanica*, appeared in January 1947. In addition to news concerning biological societies, commissions, and congresses, attention is called to

new literature in biology. Regular subscribers to *Chronica Botanica* receive the publication free; subscriptions from others cost \$4 per volume (covering two years).

Robert M. Hutchins, chancellor of the University of Chicago, has written a provocative article, "The Administrator," in the November 1946 issue of the *Journal of Higher Education*. Librarians will be interested in the discussion of problems of the administration of institutions of higher education.

The Public Administration Service, Chicago, has issued two publications of interest to research librarians, *Federalism and Intergovernmental Relations: A Budget of Suggestions for Research* by William Anderson; and *The Federal Field Service: An Analysis with Suggestions for Research* by Earl Latham and others. Major areas for possible research in both fields are discussed. Each publication contains a useful bibliography.

The Junior Members' Round Table of the Pennsylvania Library Association, Robert T. Grazier, chairman, has issued a *Directory of Personnel in Pennsylvania Libraries, 1946*. Both professional and clerical personnel are included in the directory, which is divided into two sections, an alphabetical list by librarians and an alphabetical list by post offices. The publication sells for \$1 and may be procured from C. B. Wightman, Free Public Library, Lancaster, Pa.

*The University Library: Its Functions and Potentialities, an Inaugural Address Delivered in Durban on 2 September, 1946* by Herbert Coblans, is a publication of Natal University College, 1946 (15p.). Dr. Coblans, the librarian of Natal University College, calls attention to the great need of cooperative bibliographical enterprises in South Africa. He points out the value of microfilm in building up collections, the need for union catalogs, and allocation of subject fields for intensive specialization.

Louis Kaplan, of the University of Wisconsin Libraries, is compiling a selective, annotated bibliography of "readable" American autobiographies.



# Review Articles

## Formula for Writing

*The Art of Plain Talk.* By Rudolf Flesch. New York, Harper, 1946. xiii, 210p.

How to write readable English is the main topic of this compact little volume. It is a skilfully written popularization of the author's doctoral dissertation, *Marks of a Readable Style* (Teachers College, Columbia University, 1943). It contains many good hints illustrated by fitting sample passages of easy and difficult style.

But it is more than a book of rules for aspiring writers. Dr. Flesch offers his own objective device for determining how difficult any given sample of reading matter is in terms of the educational level of readers. His formula takes account of average sentence length, frequency of affixes, and frequency of personal references, and assigns a specific weight to each of these factors. The final score tells us where the reading sample falls on a scale running from "very easy" (comics) to "very difficult" (scientific articles).

The selection of the three factors is justified as follows: (1) Short sentences have been shown to be easier to understand than long ones. (2) The frequency of affixes is taken as an index of abstractness; the more abstract, the more difficult is the reading matter. (3) Frequent references to persons makes reading easier.

There is nothing new about sentence length or personal references as criteria of comprehension. Both were used by W. S. Gray and B. E. Leary (*What Makes a Book Readable*, 1935) and other investigators. However, measuring the degree of abstractness by the number of affixes seems to be Dr. Flesch's original contribution.

Somewhat puzzling to the uninitiated may be the fact that Dr. Flesch discusses many more factors of readability than are covered by his formula; for instance, *the use of* repetition, filler words, ample punctuation,

and verbs in the active voice, and *the avoidance of* commenting adjectives, compound prepositions, unnecessary connectives, relative pronouns, and rhetorical devices. If these factors are important in a readable style, as Dr. Flesch undoubtedly believes, why are they omitted from his formula? The selected factors probably showed a high correlation with the factors omitted. If so, his formula might be considered valid as a short-cut device for measuring readability. The danger is that naive popularizers, hoping to produce a readable style, may focus their attention on Dr. Flesch's three factors alone and discover that they brought forth none-too-readable passages. Used as an index, his formula does seem much handier to use than, for instance, Irving Lorge's readability index ("Predicting Readability." *Teachers College Record*, March 1944).

Any writer of textbooks or popular non-fiction will profit greatly from Dr. Flesch's words of advice. Students of reading and library science will be especially interested in his rejection of C. K. Ogden's *Basic English* and his arguments against the use of E. L. Thorndike's *The Teachers Word Book* as a means of determining readability. Previous investigators (for instance, Gray, Dale, and Lorge) considered vocabulary as an important index of difficulty. Flesch shows that a passage containing many rare words may still be easy to read.

Thirteen years ago, Edgar Dale and R. W. Tyler wrote: "There are no scientific techniques by means of which to make an accurate estimate of the reading difficulty of books and pamphlets on the library shelves" (*Library Quarterly*, July 1934). Dr. Flesch is one of several investigators claiming to provide the lacking techniques. It is now up to librarians and publishers to test and apply them, since reading is one of their basic problems.—Robert H. Muller.

## Filing Rules for a University Library

*Rules for Filing Cards in the Catalogs of Columbia University Libraries.* Compiled by a Committee of the Cataloging Department. New York, Columbia University Libraries, 1946. vi, 72 numb. leaves.

Cutter's *Rules for a Dictionary Catalog* set the general filing practice for the libraries of the country in the latter part of the nineteenth century. Since then a number of leading public libraries have published their filing codes. The most influential of these, as well as the first, was the one compiled by Margaret Mann for the Carnegie Library of Pittsburgh. When the public libraries of Cincinnati, Cleveland, New York, and Queens published their filing rules, they all showed the influence of Miss Mann's modifications of Cutter. The trend away from Cutter was still further noticeable in the A.L.A. filing code published in 1942, which might have gone still further in the direction of simple alphabetical filing if it had not attempted to give instead a cross section of then current practice.

During this long period of evolution, college and university libraries published little to compare with the work of their public library colleagues. Now the Cataloging Department of Columbia University Libraries has provided the first full-fledged code of university library practice. As such it is very welcome, for it enables college and university

libraries to compare their practice with that of one of the most important university libraries. This is the distinct value of the compilation, which does not aim at being definitive as can be seen from the facts that it is issued in mimeographed form and that it follows the A.L.A. filing code very closely for the most part.

Work was started on the Columbia rules in 1940. The compilers were able to use the A.L.A. code throughout the various stages of its preparation. They adopted the numbering of rules in that code to facilitate reference and they took over the wording of individual rules verbatim whenever Columbia practice proved to be the same. This was all very wise.

In the debate over classed or alphabetical filing, Columbia sometimes sides with one and sometimes with the other party. Books of the Bible are arranged alphabetically, but the general statement in Rule 24 specifically prefers the classed arrangement based on Cutter. As a consequence Rule 25 prefers to retain the older practice of separating in the catalog the works that an author has written from those he has edited.

The new illustrations in the code will be studied with interest, as well as the general introductory statements, particularly the one on the function of the filer.—*Andrew D. Osborn.*

## Nominees for A.C.R.L. Section Officers for 1947-48

### *Agricultural Libraries*

No report.

### *College Libraries*

No report.

### *Engineering Libraries*

No report.

### *Junior College Libraries*

#### CHAIRMAN:

Mrs. Shirley F. Agree, Librarian, Corpus Christi Junior College, Corpus Christi, Tex.

#### SECRETARY: (*Vote for one*)

Mary Elizabeth Ambler, Librarian, Blackburn College, Carlinville, Ill.

Irene E. Mensing, Assistant Librarian, San Francisco Junior College

DIRECTOR: (Second year of three-year term)

B. Lamar Johnson, Dean of Instruction and Librarian, Stephens College, Columbia, Mo.

### *Libraries of Teacher-Training Institutions*

#### CHAIRMAN:

(Miss) Lyndal Swofford, Acting Librarian, Western Illinois State Teachers College, Macomb, Ill.

#### SECRETARY:

John Herbold Lancaster, Librarian and Associate Professor, Library Science, George Peabody College for Teachers, Nashville, Tenn.

### *Reference Libraries*

#### CHAIRMAN: (*Vote for one*)

Robert W. Christ, Chief, Information Section, Reference Division, U.S. Department of State, Washington, D.C.

Margaret C. Schindler, Chief, Reference Section, U.S. Department of Agriculture Library, Washington, D.C.

#### SECRETARY: (*Vote for one*)

Ruth M. Erlandson, Assistant Librarian, Brooklyn College

Mrs. Elizabeth M. Quier, Assistant Professor, Pratt Institute Library School, Brooklyn.

### *University Libraries*

No report.

## List of Regional Subchairmen for 1946-47

MARY HARRISON CLAY, chairman of the Junior College Section, announces the appointment of the following subchairmen in the various accreditation regions of the United States:

1. Southern Association of Colleges—Lola Rivers Thompson, Librarian, John Tarleton Agriculture College, Stephenville, Tex.

2. New England Association—Kathryn E. Parke, Associate Librarian, Green Mountain Junior College, Poultney, Vt.

3. Middle States Association—Dorothy Hill Staples, Librarian, Finch Junior College, New York City.

4. State of California—Elizabeth Neal, Librarian, Compton Junior College, Compton, Calif.

5. Northwestern Association—Helen Ruth Montague, Librarian, Multnomah College, Portland, Ore.

6. North Central Association—Alice Elizabeth Golden, Librarian, Junior College Library, Jefferson City, Mo.

Regional committees are being formed under the leadership of the above-named chairmen to study the junior college library standards of the various regional accreditation associations. Where the librarians consider the standards need elevation or clarification, they will make recommendations to the proper officials within each accreditation association.

# Nominees for A.C.R.L. Officers 1947-48

NOMINATIONS for the following terms: vice president and president-elect, one year; as vice president, one year as president; secretary, three years; treasurer, two years; director, three years; representatives on A.L.A. Council, four years.

## *Vice President (One to be elected)*

Charles F. Gonnell, Director, New York State Library, Albany  
Benjamin E. Powell, Director, Duke University Library, Durham

## *Secretary (One to be elected)*

Charles M. Adams, Librarian, Woman's College of the University of North Carolina, Greensboro  
Charles V. Park, Librarian, Central Michigan College of Education, Mount Pleasant

## *Treasurer (One to be elected)*

David C. Branscomb, Assistant Librarian in charge of Public Services, University of Illinois, Urbana  
Robert W. Orr, Librarian, Iowa State College Library, Ames

## *General Director (One to be elected)*

Lois E. Engleman, Assistant to Librarian, Wellesley College Library, Wellesley, Mass.  
Anne M. Smith, Head, Reference Department, University of British Columbia Library, Vancouver

## *Representatives on A.L.A. Council (Two to be elected)*

Mayvel O'Haver Baker, Librarian, LaSalle-Peru Township High School and LaSalle-Peru-Oglesby Junior College Libraries, LaSalle, Ill.  
Arthur M. McAnally, Librarian, University of New Mexico, Albuquerque  
Foster E. Mohrhardt, Librarian, Office of Publication, U. S. Department of Education, Washington, D.C.  
Eleanor Weir Welch, Librarian, State Normal University Library, Normal, Ill.

## A.C.R.L. Nominating Committee

Mabel L. Conat, Detroit Public Library, Chairman  
Mrs. Evelyn Steel Little, Mills College Library, Oakland, Calif.  
Wave L. Noggle, Mandelle Library, Kalamazoo College, Kalamazoo, Mich.  
Maurice P. Tauber, Columbia University Librarian, New York City  
Neil C. Van Deusen, Department of Library Education, State Teachers College, Geneseo, N.Y.